DOCUMENT RESUME

ED 171 358 JC 790 362

AUTHOR Harris, Howard L.
TITLE A Report on Flexible Calendar Program at Cosumnes River College, Los Rios Community College District.
INSTITUTION Cosumnes River Coll., Sacramento, Calif.
PUB DATE Mar 79
NOTE 112p.

EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS Administrator Attitudes; Community Colleges; *Faculty Development; Flexible Schedules; *Flexible Scheduling; Inservice Programs; *Junior Colleges; Organizational Change; Organizational Communication; *School Calendars; School Surveys; Semester Division; Student Reaction; Teacher Attitudes; Teacher Participation

ABSTRACT

As part of the Flexible Calendar Project, Cosumnes River College adopted a school calendar that provided for two 16-week semesters (the fall semester ending prior to Christmas recess) separated by a three-week intersession that was devoted to educational experimentation and professional staff development activities. After the second year (1977-78), students (N=1,024), faculty and support staff (N=60), and administrators (N=15) were asked to evaluate the overall desirability and convenience of the schedule and of ending the fall semester prior to Christmas vacation. In addition, students were asked about the sufficiency of time to complete course requirements and faculty and counselor availability. Faculty were asked about the need to revise course content to cover material in the shortened time; changes in student achievement and persistence, and in quality of instruction; problems of late registration; participation in staff development activities and its benefits; effects on communication; and adequacy of planning, record-keeping procedures, and activity information. Administrators were asked about effects on student articulation, staff development, and communication; and to evaluate staff development activities in terms of planning, information dissemination, effective faculty use, and faculty accountability. Results of each of the surveys are provided in bar graphs. (AYC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED171358

A REPORT ON

F L E X I B L E

C A L E N D A R

P R O G R A M

at

COSUMNES RIVER COLLEGE

LOS RIOS COMMUNITY COLLEGE DISTRICT

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Howard L. Harris

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

JC 790 362

Prepared By:

Howard L. Harris, PhD

Submitted By:

Douglas W. Burris
President
March 1979

Cosumnes River College, 8401 Center Parkway, Sacramento, CA 95823

PREFACE

Cosumnes River College (CRC) of the Los Rios Community College District, Sacramento, California, has been a participant in the Flexible Calendar project since enactment at the legislation (AB2232, 1975 California Legislature).

The Flexible Calendar Report 77-78 is the third in a series of reports required by the State Chancellor's Office, California Community Colleges. This report, which covers the A/Y 1977/78, has been prepared by staff from data gathered through the use of questionnaires submitted to students, faculty, student services, and management staff.

The Flexible Calendar Project at CRC has provided an opportunity for educational experimentation and professional staff development activities. The project will continue at CRC through the 78/80 academic year.

Douglas W. Burris, President
Cosumnes River College
8401 Center Parkway
Sacramento, CA 95823
(916) 421-1000

TABLE OF CONTENTS

		Page
Preface		
I.	BACKGROUND	1 & 2
	Early Start Calendar (Fig. 1)	3
II.	FIRST AND SECOND YEAR IMPLEMENTATION	4 & 5
III.	SECOND YEAR EVALUATION	6
	Student Survey Questionnaire	7
	Student Responses in Aggregate	8 - 11
	Student Responses By Academic Disciplines: Business, Communication, Environmental, and Automotive Technologies Humanities and Social Sciences Physical Education, Health, Recreation & Athletics Science, Agriculture, Related Technologies	12 - 18
	Student Responses: A First and Second Year Comparison	19
	Faculty Survey Questionnaire	20 - 23
	Faculty Responses By Academic Disciplines: Liberal Arts Business Sciences Fine Arts and Humanities Vocational Education	24 - 60
	Administrative Survey Questionnaire	61 - 62
	Administrative Responses	63 - 71
	Intersession Activities	72 - 73
	Intersession Calendar	74
	Summary of Intersession Faculty/Staff Evaluation	75 - 87
	Summary of Intersession Student Evaluation	88 - 94
IV.	PLANS FOR THE THIRD YEAR	95
V.	APPENDIX 1	96 - 97
VI.	APPENDIX 2	98 - 100

I. BACKGROUND

The Board of Governors of California Community Colleges, in the Five Year Plan 1977-1982, sets forth specific objectives to solve problems expected to be of major concern during the next five years. One of the continuing concerns of the Board of Governors was expressed in the statements which follow:

> ". . .equal opportunity for access to quality community college education for all eligible individuals in California irrespective of age, sex, race or ancestry: economic, cultural or physical condition: previous education experience: or geographic location."
>
> ". . .diversity of programs, instructional methods, and services to meet the needs of society and the preferences of individuals for education as needs and preferences exist and change throughout California."
>
> ". . .constraints to innovation, to increasing access and to providing diversity often based in the Education Code, (State of California) are largely remnants of the K-14 organization and function."
>
> ". . .a pilot program on calendar and course scheduling flexibility has begun. This needs to be pursued to a successful conclusion by 1979. . ."
>
> source: California Community Colleges 5 Year Plan 1977-1982.

A pilot flexible school calendar project proposal was discussed in February, 1975 and adopted in April of that year by the Board of Governors of the California Community Colleges. This proposal authorized legislation to be developed which was designed to study the feasibility of adopting total course and calendar flexibility in the community colleges in California.

In April of 1975, legislation was passed by the State of California amending the Education Code as follows:

> Chapter 1212, Statutes of 1975 (AB 2232 - Pilot Program, Flexible Calendar and School Finance in Community Colleges) established a pilot program for six community college districts to study more flexible and effective non-traditional calendar and course scheduling.

The state-wide objectives of the Flexible Calendar Pilot Project are to:

1. study the use of alternative full-time equivalent measures of enrollment that eliminate factors which theoretically convert enrollment to attendance;

2. evaluate a minimum instructional year of 160 days for community colleges similar to that of other segments of postsecondary education while retaining the 175 day academic year;

3. facilitate articulation of community college students with other segments of postsecondary education;

I. BACKGROUND

4. allow programs and courses to be designed on the basis of student need, subject content, thereby increasing student access, persistence, and achievement of other student-related objectives;

5. provide opportunity to smooth peak student course demand within an educationally and fiscally responsible framework;

6. provide for and evaluate the use of designated "non-instructional" days for staff participation in instructionally-related activities;

7. implement the pilot program at no gain/no loss in district operating revenue per unit of student workload.

Cosumnes River College, one of the three colleges in the Los Rios District, was selected to participate in the Flexible Calendar Pilot Project. For the second academic year in the project, the college adopted the school calendar which provided for two sixteen-week semesters and a three-week "Intersession" between the fall and spring semesters. The fall semester began August 29, 1977 and ended December 22, 1977; the spring semester opened February 6, 1978 and closed June 8, 1978. The "Intersession" began on January 9, 1978 and ended on January 27, 1978 (see Fig. 1, Early Start Calendar).

Among the many reasons the Los Rios District chose to request participation with the six(6) other districts (see listing at bottom of page) are: (1) the philosophical commitment to searching for "better ways of delivering quality programs"; (2) the size and location of the district (one of the larger districts and located in Northern California); (3) the size, location and character of Cosumnes River College; and (4) an interest in participation in efforts to remove access and exist barriers while providing a learning environment which is appropriate for a community college.

A committee composed of representatives of the various areas of the college were involved in the development of the pilot project proposal. A part of the planning and development of the proposal involved the participation of students who expressed support of the adoption of an early calendar at CRC.

Essential to the process was the leadership given by faculty representatives. The committee for Early Semester Calendar was composed of faculty, staff and student representatives. The Office of Institutional Research provided coordination and developed and administered the data gathering instruments (questionnaires) which were used in the planning and evaluation of the Flexible Calendar Program.

Faculty participation in the process of planning the flexible calendar schedule and interesession activities has been an essential feature of the flexible calendar project. It is expected that the level of participation will continue into the third academic year 1978-79.

THE SIX (6) DISTRICTS PARTICIPATING IN THE PILOT PROGRAM ARE:

1. El Camino Community College District
2. Grossmont Community College District
3. Los Rios Community College District
4. Saddleback Community College District
5. San Jose Community College District
6. West Kern Community College District

Figure 1

COSUMNES RIVER COLLEGE

Early Start Calendar
1977-78

Fall Semester

Admissions Requirements Deadline		August 5
Financial Aids Application Deadline		August 5
Pre-registration Counseling		August 9-18
Registration		August 22-26
Instruction Begins		August 29 - Monday
Labor Day - Holiday		September 5
Admissions Day - Holiday		September 9
Deadline to Drop Full Semester Classes		November 3
Veteran's Day - Holiday		November 11
Thanksgiving Recess		November 24-25
End of Semester: Final Grades Due		December 22 - Thursday
TOTAL DAYS OF INSTRUCTION:	79	

Intersession

Registration Deadline		January 6
Instructional Begins		January 9
Instruction Ends		January 27
TOTAL DAYS OF INSTRUCTION:	15	

Spring Semester

Admissions Requirements Deadline		January 13
Financial Aids Application Deadline		January 13
Registration		January 30-February 3
Instruction Begins		February 6 - Monday
Lincoln Day - Holiday		February 13
Washington Day - Holiday		February 20
Spring Recess		March 20-24
Deadline to Drop Full Semester Classes		April 20
Memorial Day - Holiday		May 29
End of Semester: Final Grades Due		June 8 - Thursday
TOTAL DAYS OF INSTRUCTION:	81	
	175	

Summer Session

Registration Deadline	June 16
Instruction Begins: 6 Week/8 Week Sessions	June 19
Independence Day - Holiday	July 4
End of 6 Week Session	July 28
End of 8 Week Session	August 11

LRCCD Board of Trustees Approved Academic Calendar for 1977-78

II. FIRST AND SECOND YEARS IMPLEMENTATION

This section presents an overview of the planning process, a description of the process and procedures used, and the Intersession Program for the past two years of the flexible calendar project.

During the period 1973 and 1976, staff and faculty of the three colleges in the Los Rios District had been studying the feasibility of adopting an academic calendar which would allow for more options in course scheduling, delivering counseling services, and finishing the semester early. An early semester calendar which would end the fall semester prior to the Christmas recess was a major interest.

The CRC Faculty Senate, Student Senate, Division and Administrative Councils and the President's Council at the District continued the study of the available options for the CRC campus. Two programs were found to be compatible with CRC's objectives for adopting a flexible academic calendar. These two programs were "4-1-4" pilot program (the "4-1-4" plan divides the school year into nine units or modules offered in a variety of combinations of time and content) at Cabrillo College, Aptos, California and the early semester calendar adopted by California State University, Sacramento (CSUS). Common to both programs was a mid-January Intersession, allowing instructors to develop innovative courses of instruction, as well as to teach traditional classes. This type of scheduling seemed to be compatible with the intentions of the CRC staff and with existing scheduling methods of other colleges and high schools in the area.

With the passage of legislation (AB 2232) by the State of California, the constraints of a mandated 175 day calendar were relaxed and a renewed expression of interest was felt on the CRC campus. Calendar options were the subject of discussion by faculty, administrative councils, and students. Interviews and surveys were conducted to assess the interest of and the commitment to adoption of a flexible calendar and to solicit recommendations of faculty and students. Results of a survey showed that over 95% of the students responding recommended adoption of an early start calendar, while faculty responses were more than 2 to 1 in favor of the change. In addition, recommendations and participation was encouraged from all advisory committees and councils as broad plans and specific details were finalized. Students, faculty, and all support and administrative staff were represented throughout the planning process. In January 1976, the CRC staff presented the early start calendar proposal to the Los Rios District Board of Trustees. The Board approved the adoption of an early start calendar for the following academic year, 1976-77. The adopted academic year calendar provided for a six(6) week interval between the sixteen(16) week fall and spring semesters. A three-week period called "Intersession" was held during the interval between semesters. Planning for the Intersession began during the Spring of 1976. Meetings with the six community colleges involved in the program met with the Chancellor's Office of the California Community Colleges, the agency responsible for implementation and evaluation of the pilot program, to discuss the preliminary planning for the 1976-77 school year. On the CRC campus, planning also occurred to identify the objectives for the Intersession and the means of meeting the objectives.

Following the provisions of the legislation for the Flexible Calendar, it was decided that at CRC the fifteen(15) "flexible days" (ie. Intersession) would involve classroom instruction and non-instructional activity. Faculty were encouraged to develop activities and objectives which would support and enhance their regular instructional responsibilities.

The objectives of the CRC Intersession were:

1. to develop alternative courses which would meet the needs of the students and to increase the breadth of course offerings;
2. to involve the total staff in instructional and non-instructional program development activities;
3. to involve staff in the assessment of all activities.

To pursue the objectives and intentions of the first year's Flexible Calendar schedule, the second year of implementation of the Flexible Calendar still featured the two sixteen(16) week semesters and the three(3) week Intersession. Although much of the reorganizational planning of the academic goal had occurred the year before, faculty, students, and administrative councils met to plan for CRC's second year of the Flexible Calendar scheduling.

With one year of Intersession experience, planning for the 1978 Intersession focused on building upon the previous year's Intersession activities by reviewing the first year's achievements and the proposals for the second year's Intersession. Again students, faculty, and administrators participated in the planning process to gather insight from all aspects of the CRC campus. The topics of most concern were class offerings, course and curriculum development, staff development, and program or course development and evaluation. From the planning meetings, courses and activities offered during Intersession 1978 were developed to support and enhance regular instructional responsibilities and student opportunities.

III. SECOND YEAR EVALUATION

The summaries of evaluation of the Cosumnes River College modified instructional calendar, intersession activities, and administration of the Flexible Calendar Program are presented in this section.

The evaluation procedures consisted of questionnaires provided by the Office of Analytical Studies of the Chancellor's Office, California Community Colleges. The evaluation questionnaires at CRC were distributed in May 1978 to faculty (full and part-time), students (day and evening), student personnel and support staff (counselors, librarians, Learning Resource Center personnel), and administrative staff. Tabulation of questionnaire results was completed by the Office of Analytical Studies.

Using the tabulated results, the responses to the questionnairs are summarized and presented graphically for students, faculty, student personnel, and administrative staff. Usable responses were as follows: 1,024 students, 60 faculty and support staff, and 15 administrators responded to the questionnaire. For ease in showing the results of the questionnairs, categories of response to each question are presented in graphic form. Bar graphs are used to illustrate the percentage response.

The student responses to the questionnaire items are presented in two different forms. First, the student responses of all students are graphically presented on pages 8 through 11 . Second, the student responses are grouped by divisions - humanities, social sciences, physical education, science, agriculture, business, communications.

The graphical summary of the responses by division is presented on pages 12 through 18 . A sample student questionnaire appears on page 7 .

The faculty and support staff responses are presented in summary form on pages 63 through 71 . The responses are categorized by academic disciplines - vocational education, business, liberal arts, science, and fine arts and humanities. An example of the questionnaire appears on pages 20 through 23 .

The administrators' responses to the questionnaire items are presented on pages 63 through 71 . Like the graphs of the student and faculty responses, the percentage of response is indicated at the top of each bar graph; however, because a total of fifteen(15) administrative staff members responsed, the actual number of respondents choosing a particular category is shown on the bar graphs to put the percent responding to each category in perspective with the total number of responses. A sample of the administrative questionnaire appears on pages 61-62.

The evaluation of the 1978 Intersession is presented on pages 75 through 94 The evaluation procedures consisted of questionnairs which encouraged written comments as well as responses to specific items. The questionnaires were distributed at the end of the 1978 Intersession to students, faculty, student services personnel and Learning Resources Center staff.

III. SECOND YEAR EVALUATION

STUDENT SURVEY
FLEXIBLE CALENDAR PILOT PROJECT

SELECT THE RESPONSE THAT APPEARS MOST ACCURATE, AND ENTER, ON THE BLANK LINE, THE CORRESPONDING LETTER FROM THE BOX ON THE RIGHT.

1. My age group is ____

A. 19 or under
B. 20 - 29
C. 30 or over

2. This semester I am attending classes during ____

A. Day only
B. Both day and evening
C. Evening only

3. My gender is ____

A. Male
B. Female

4. I am currently attending college ____

A. Full-time (taking 12 or more units)
B. Part-time (taking fewer than 12 units)

5. I attended this college during the Fall 1977 semester. ____

A. Yes
B. No

SELECT THE RESPONSE THAT BEST INDICATES YOUR REACTION TO EACH OF THE FOLLOWING SEVEN STATEMENTS.

6. This year the semester provided enough time to complete the requirements for courses in which I am enrolled. ____

A. Strongly agree
B. Agree
C. No opinion
D. Disagree
E. Strongly disagree

7. The fall semester began at a time that was convenient for me. ____

8. The spring semester began at a time that was convenient for me. ____

9. Finishing the fall semester before Christmas vacation is a good idea. ____

10. The early semester calendar should be made available to all community college students. ____

11. Faculty members were readily available during the year for assistance and advice. ____

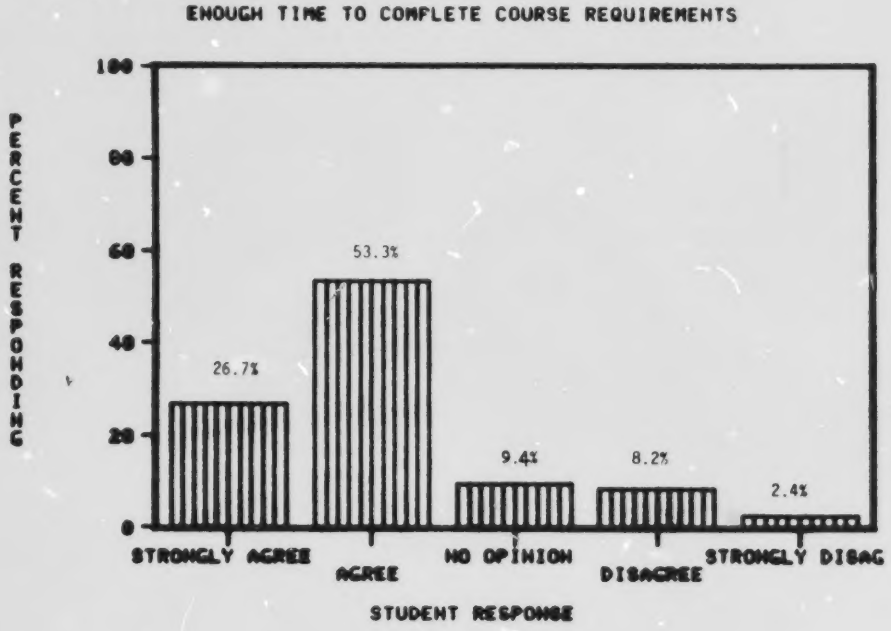
12. Counseling and guidance services were readily available to me this year. ____

Analytical Studies
Chancellor's Office

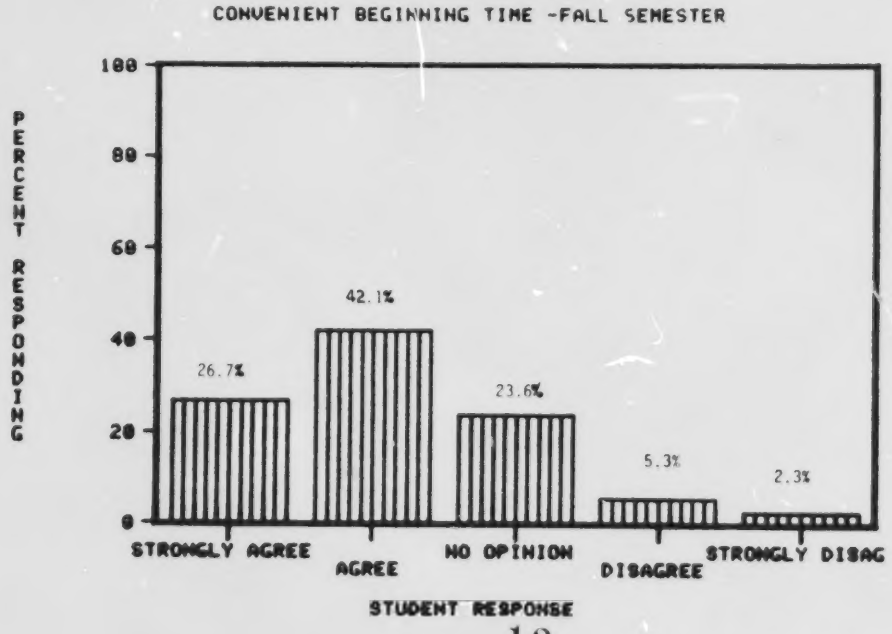
COMMENTS:

STUDENT RESPONSES
TOTAL DAY/EVENING STUDENTS

6. This year the semester provided enough time to complete the requirements for courses in which I am enrolled.

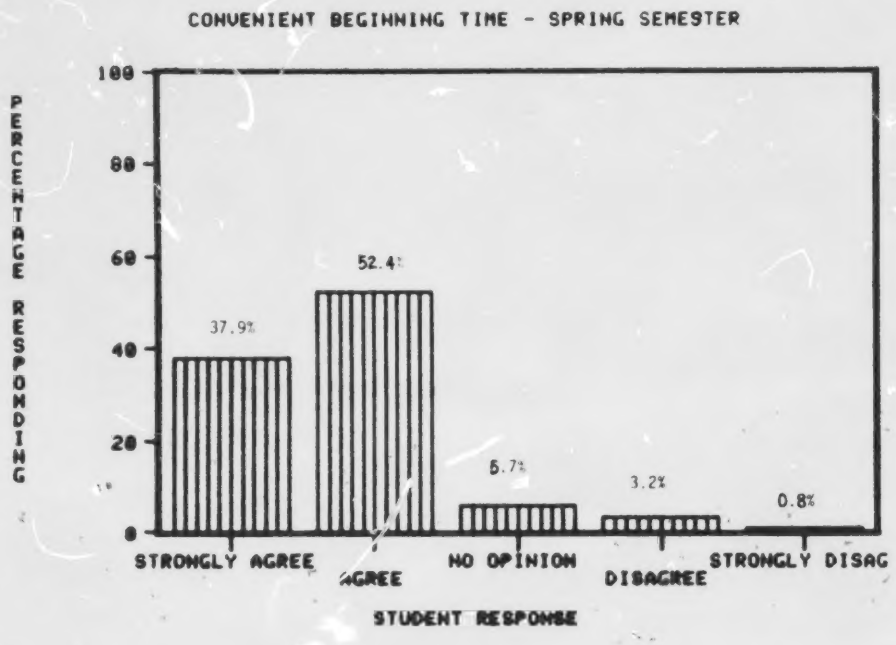


7. The fall semester began at a time that was convenient for me.

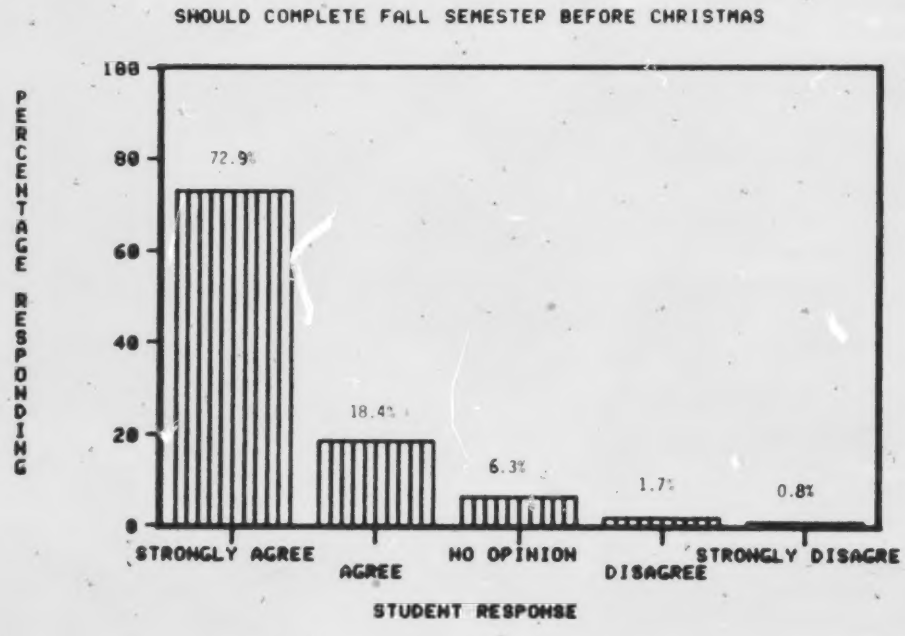


STUDENT RESPONSES
TOTAL DAY/EVENING STUDENTS

8. The spring semester began at a time that was convenient for me.

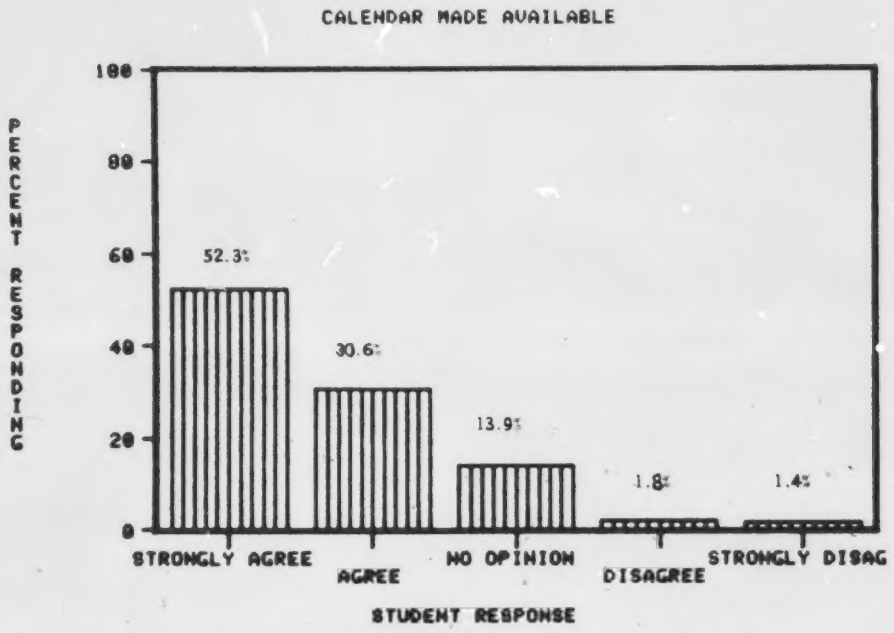


9. Finishing the fall semester before Christmas vacation is a good idea.

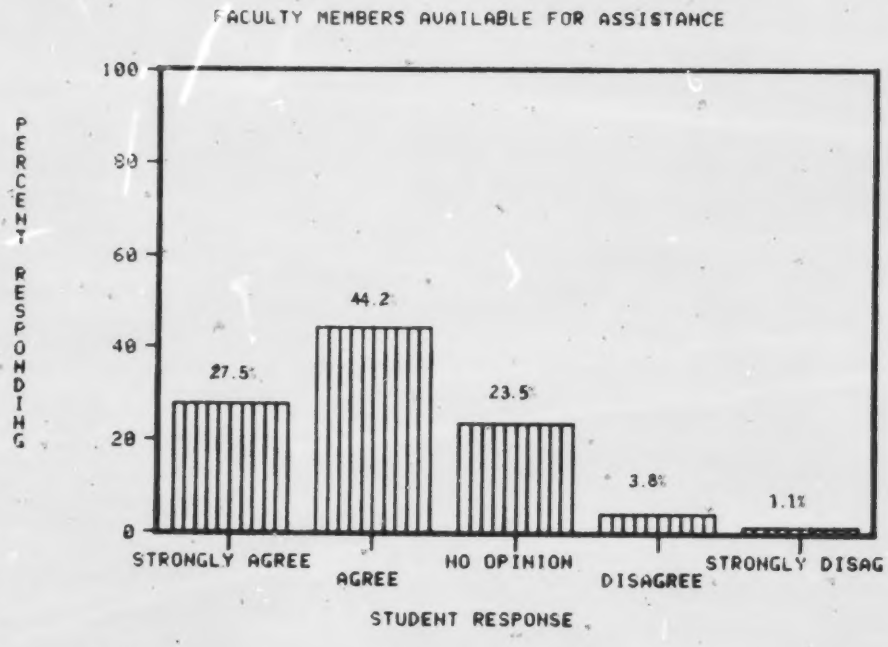


STUDENT RESPONSES
TOTAL DAY/EVENING STUDENTS

10. The early semester calendar should be made available to all community college students.

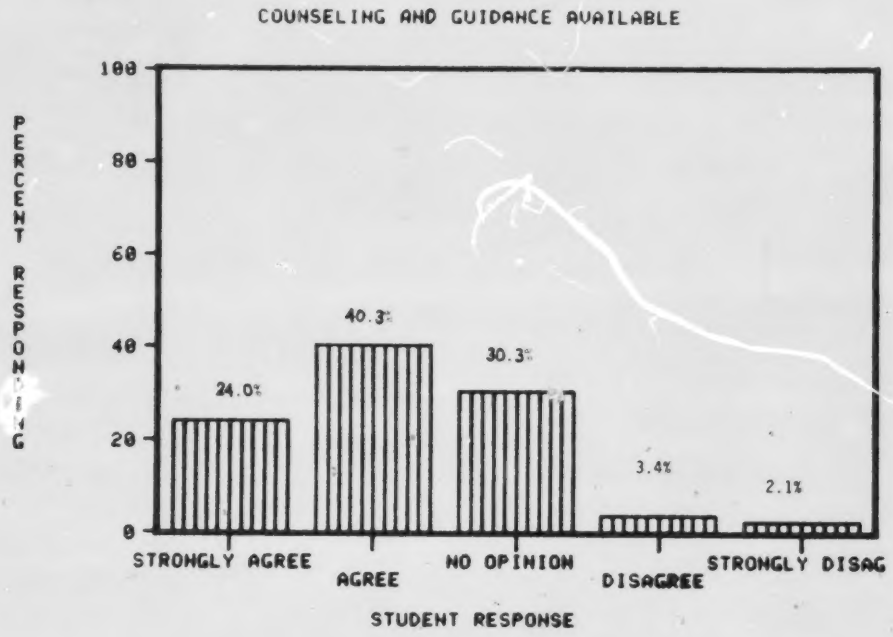


11. Faculty members were readily available during the year for assistance and advice.



STUDENT RESPONSES
TOTAL DAY/EVENING STUDENTS

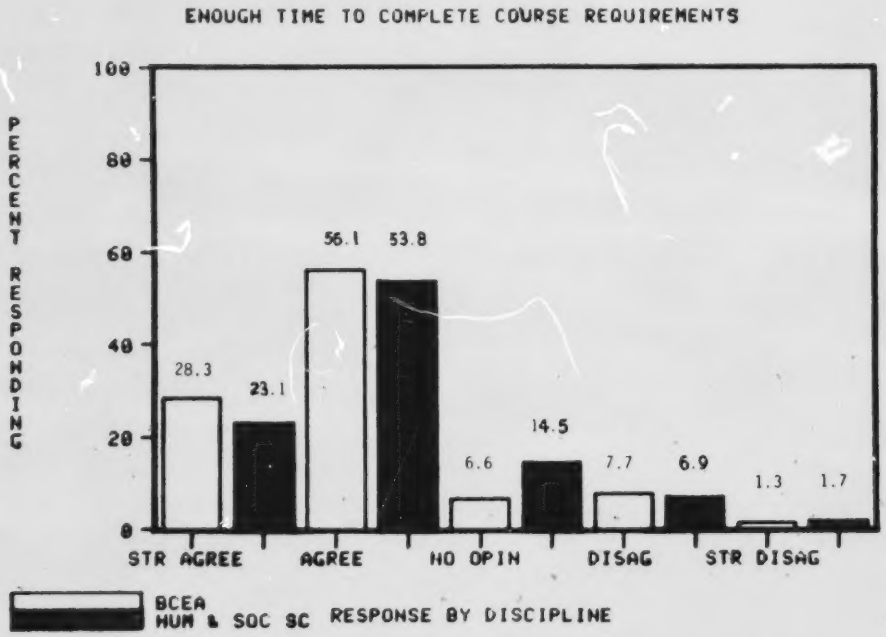
12. Counseling and guidance services were readily available to me this year.



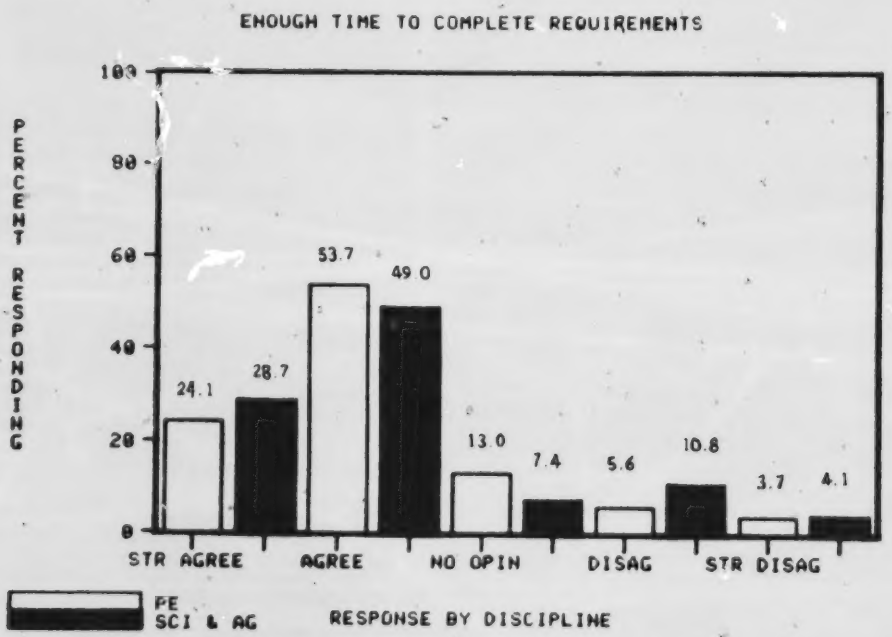
STUDENT RESPONSES
BY ACADEMIC DISCIPLINE

6. This year the semester provided enough time to complete the requirements for courses in which I am enrolled.

BCEA-Humanities and Social Sciences



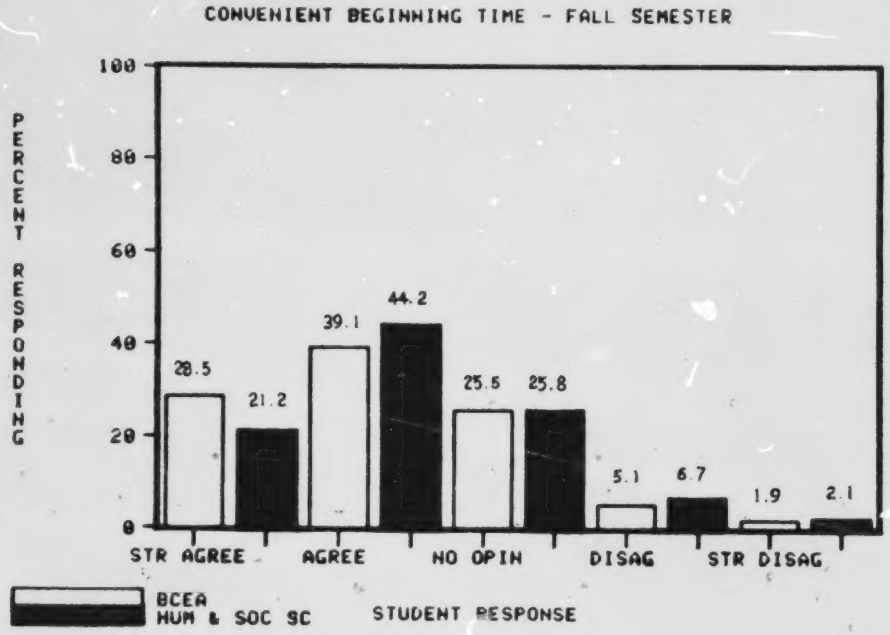
Physical Education-Science and Agriculture



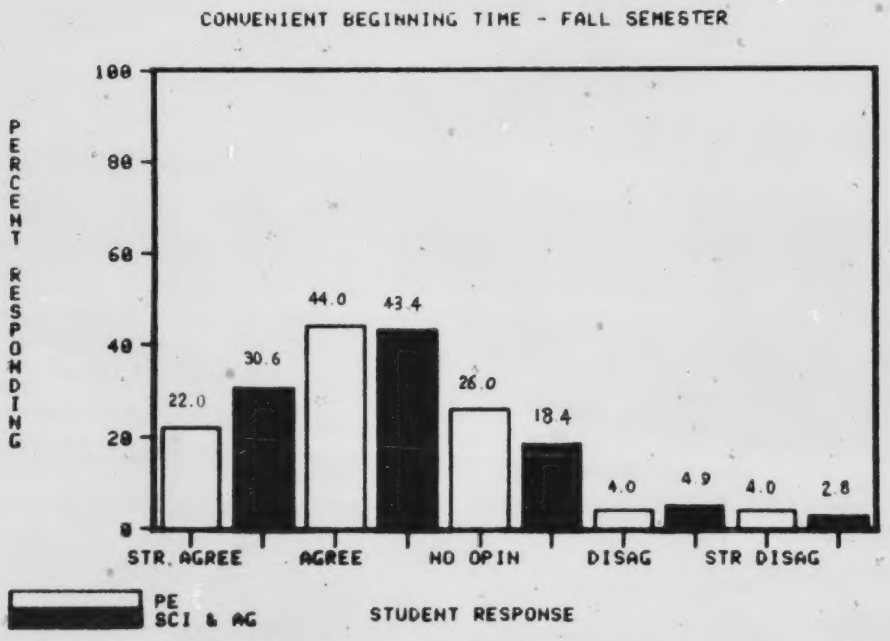
STUDENT RESPONSES
BY ACADEMIC DISCIPLINE

7. The fall semester began at a time that was convenient for me.

BCEA-Humanities and Social Sciences



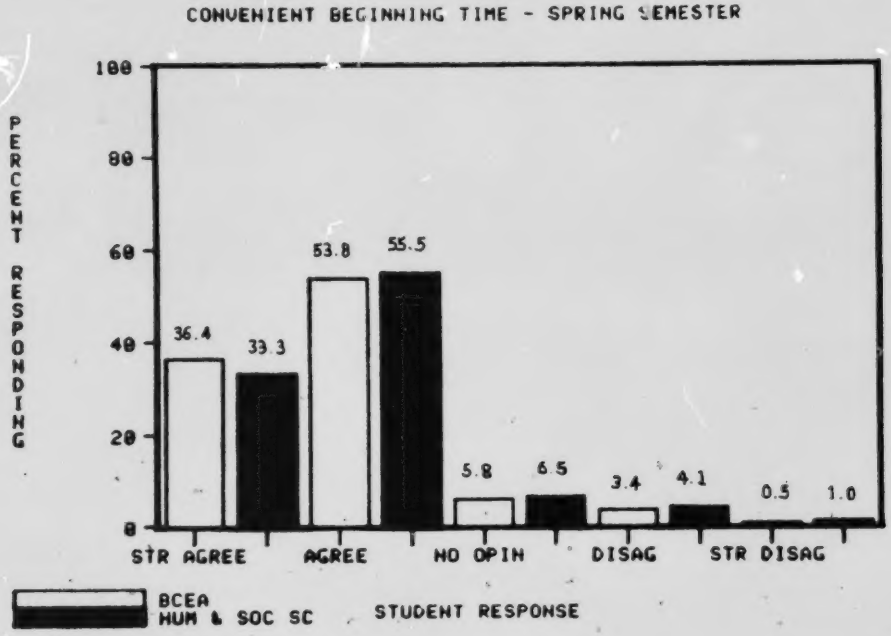
Physical Education-Science and Agriculture



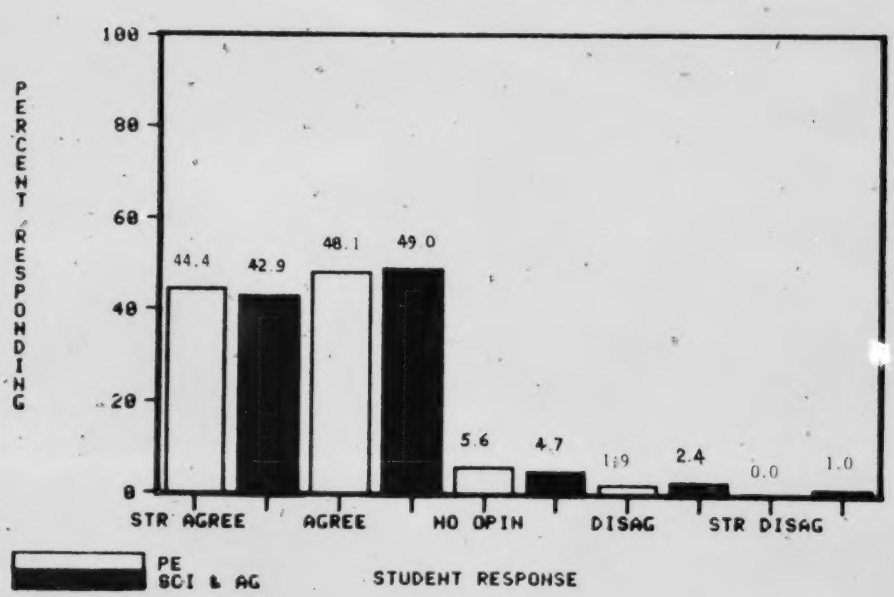
STUDENT RESPONSES
BY ACADEMIC DISCIPLINE

8. The spring semester began at a time that was convenient for me.

BCEA-Humanities and Social Sciences



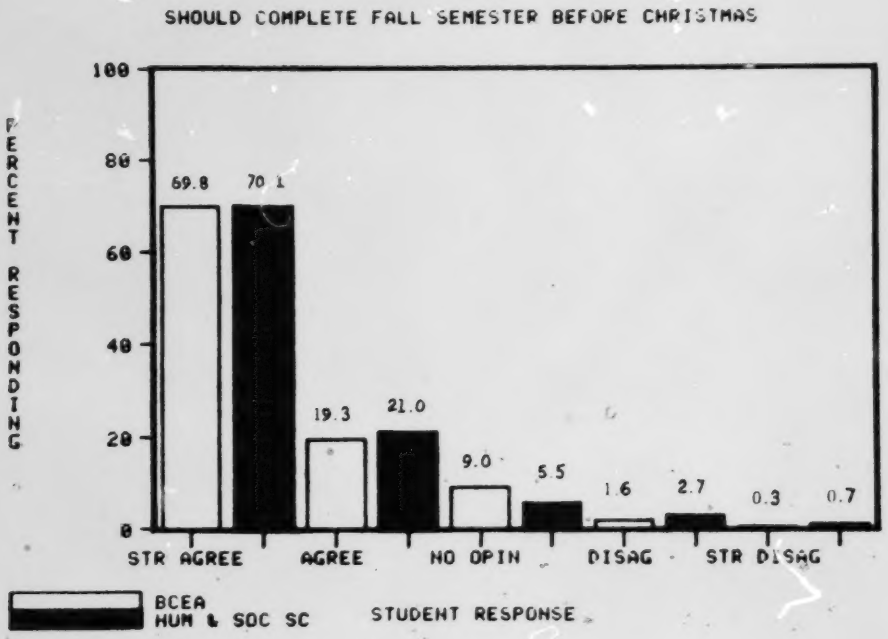
Physical Education-Science and Agriculture



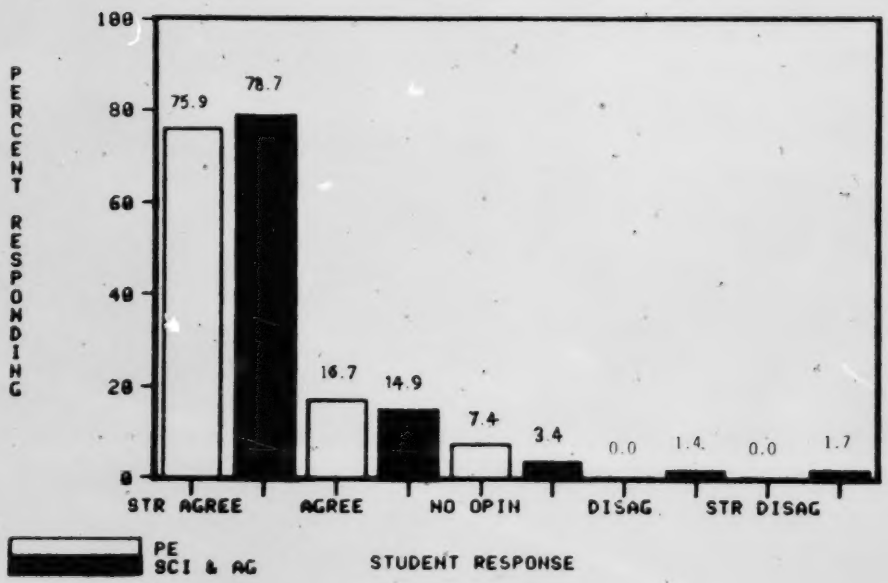
STUDENT RESPONSES
BY ACADEMIC DISCIPLINE

9. Finishing the fall semester before Christmas vacation is a good idea.

BCEA-Humanities and Social Sciences



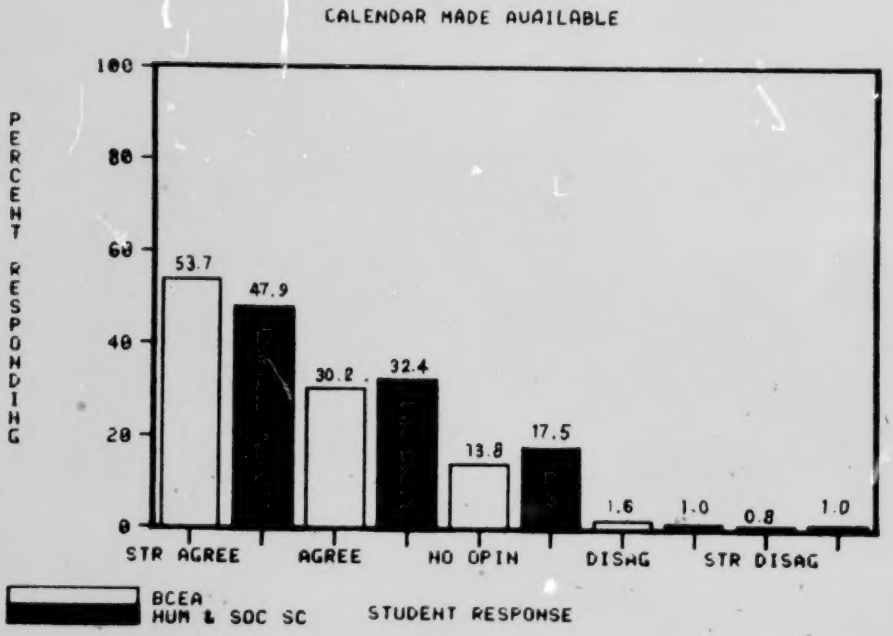
Physical Education-Science and Agriculture



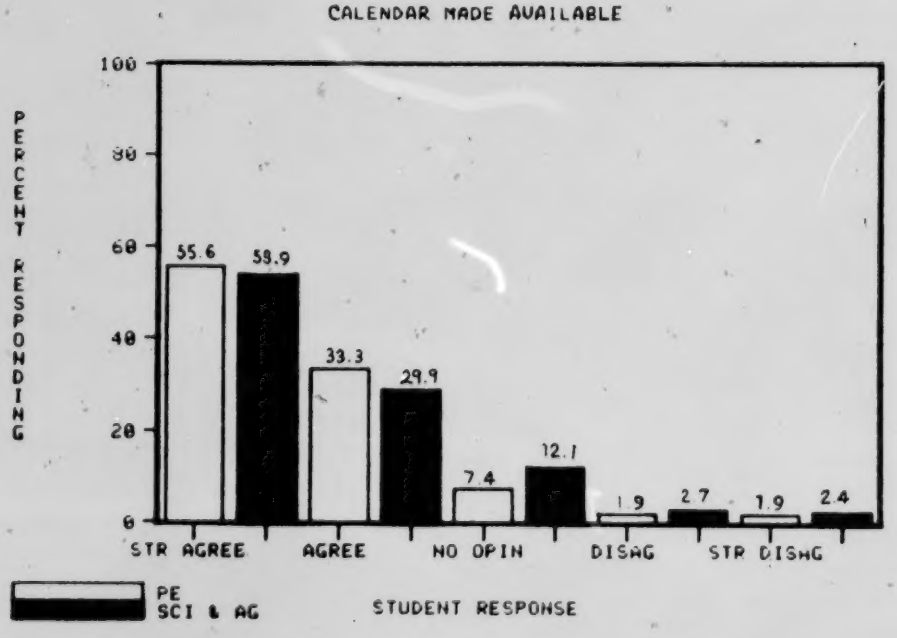
STUDENT RESPONSES
BY ACADEMIC DISCIPLINE

10. The early semester calendar should be made available to all community college students.

BCEA-Humanities and Social Sciences



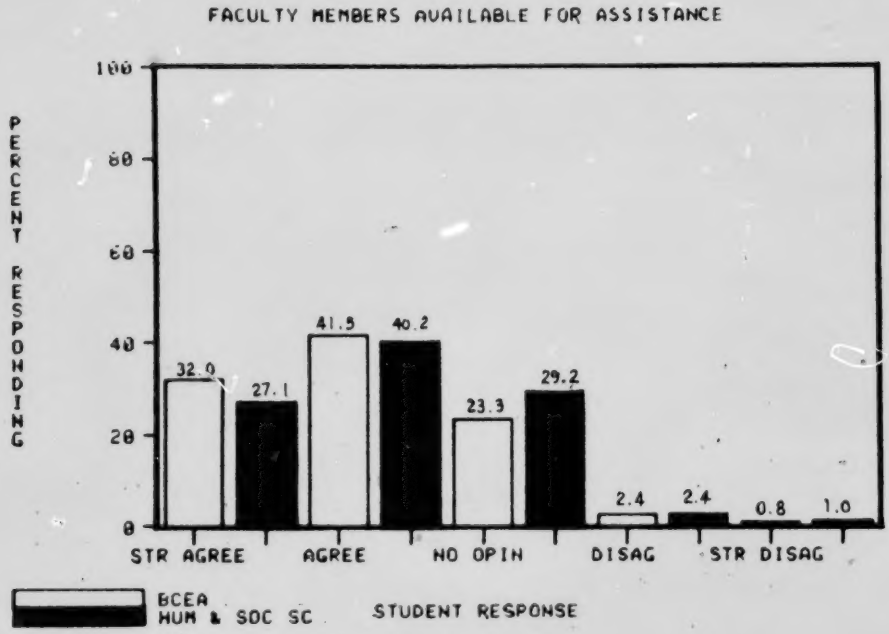
Physical Education-Science and Agriculture



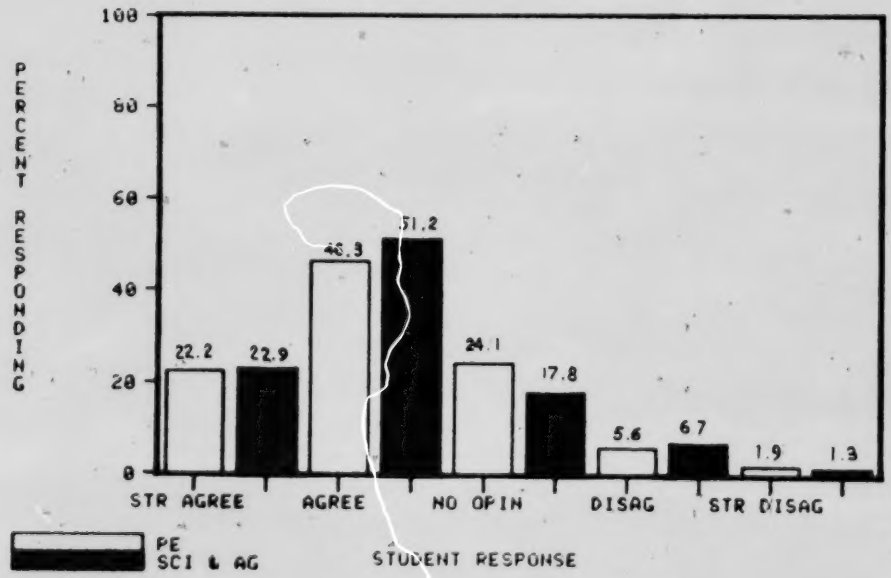
STUDENT RESPONSES
BY ACADEMIC DISCIPLINE

11. Faculty members were readily available during the year for assistance and advice.

BCEA-Humanities and Social Sciences



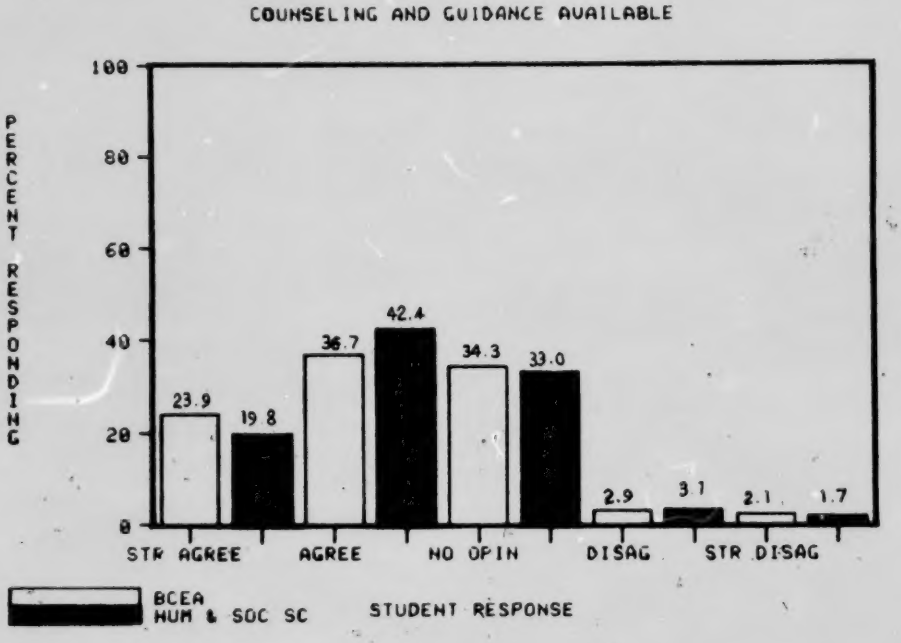
Physical Education-Science and Agriculture



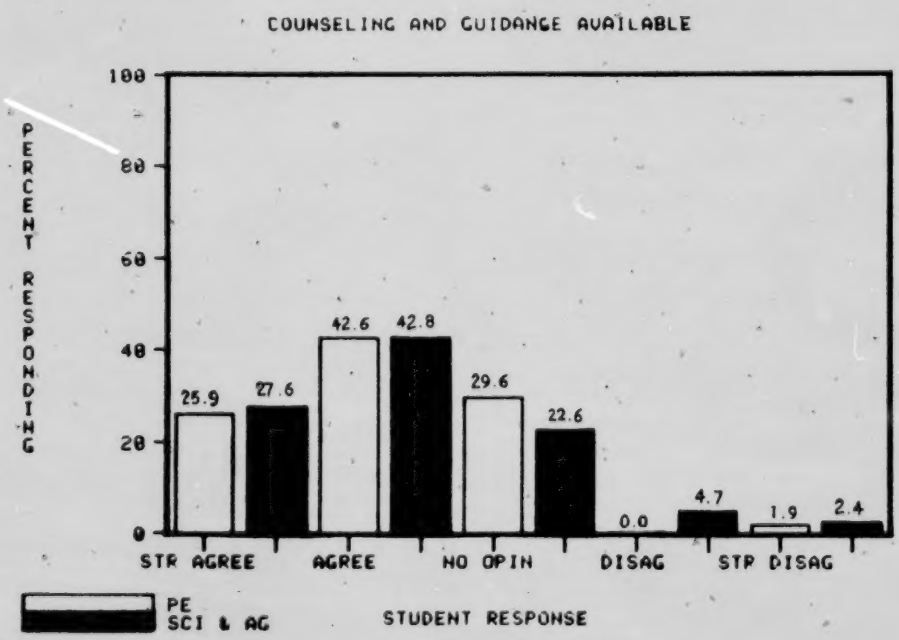
STUDENT RESPONSES
BY ACADEMIC DISCIPLINE

12. Counseling and guidance services were readily available to me this year.

BCEA-Humanities and Social Sciences



Physical Education-Science and Agriculture



STUDENT RESPONSES: A FIRST AND SECOND YEAR COMPARISON
STUDENT RESPONSES: BY PERCENTAGE OF RESPONSE
TOTAL DAY/EVENING STUDENTS

	YEAR	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
1. The 16-week semester provided enough time for you to complete the requirements for the courses in which you were enrolled.	77-78	26.7	53.3	9.4	8.2	2.4
	76-77	(31.0)	(52.0)	(8.0)	(7.0)	(2.0)
2. The 16-week semester allowed the fall semester to begin at a time which was convenient to you.	77-78	26.7	42.1	23.6	5.3	2.3
	76-77	(34.0)	(41.0)	(18.0)	(15.0)	(2.0)
3. Eliminating the need to return to school after the Christmas vacation to complete the fall semester is a positive feature of the 16-week semester.	77-78	72.9	18.4	6.3	1.7	0.8
	76-77	(68.0)	(20.0)	(9.0)	(2.0)	(1.0)
4. The 16-week semester calendar should be made available for all students enrolled in California Community Colleges.	77-78	52.3	30.6	13.9	1.8	1.4
	76-77	(42.0)	(34.0)	(18.0)	(4.0)	(2.0)
5. The counseling and guidance services provided during the year were very helpful in planning your future course of study.	77-78	24.0	40.3	30.3	3.4	2.1
	76-77	(18.0)	(36.0)	(36.0)	(8.0)	(2.0)
6. Faculty members were readily available during the school year for assistance.	77-78	27.5	44.2	23.5	3.8	1.1
	76-77	(33.0)	(49.0)	(14.0)	(3.0)	(1.0)

FACULTY SURVEY
FLEXIBLE CALENDAR PILOT PROJECT

SELECT THE RESPONSE THAT APPEARS MOST ACCURATE, AND ENTER, ON THE BLANK LINE, THE CORRESPONDING LETTER FROM THE BOX ON THE RIGHT.

1. This semester I am teaching ..... ____

A. Full-time
B. Part-time

2. This semester my courses are scheduled during ..... ____

A. Day only
B. Both day and evening
C. Evening only

3. The area in which I instruct would be categorized most properly as: ____

A. Sciences
B. Fine Arts/Humanities
C. Liberal Arts
D. Business
E. Vocational Education

SELECT THE RESPONSE THAT BEST INDICATES YOUR REACTION TO EACH OF THE FOLLOWING STATEMENTS.

A. Strongly agree
B. Agree
C. No opinion
D. Disagree
E. Strongly disagree

4. It was necessary to drastically revise the content for my courses due to the change from an 18-week to a 16-week semester. ____

5. I was able to cover the necessary course content adequately in the 16-week semester. ____

6. Due to the 16-week semester student achievement in my course(s) was reduced significantly compared to past student performance. ____

7. The 16-week semester did not detract from the quality of my instruction. ____

8. The 16-week semester increased student persistence in my course(s). ____

III. SECOND YEAR EVALUATION

A.	Strongly agree
B.	Agree
C.	No opinion
D.	Disagree
E.	Strongly disagree

9. Eliminating the need to continue the fall semester after the Christmas vacation is a positive feature of the early semester calendar. ____

10. The early semester calendar interfered with my summer vacation. ____

11. The early start calendar caused students to register late for the fall term and they were unable to "catch up" with course material. ____

12. I would like to see our college return to the traditional semester calendar. ____

13. The 15 "Flexible Days" in the current college calendar provided time for staff development opportunities not available to faculty in prior years. ____

14. As a result of the "Flexible Days" activities, college communication was improved
    (a) among faculty within my department/division ____
    (b) between faculty and administration ____
    (c) among faculty in different departments/divisions ____
    (d) between full-time and part-time faculty ____
    (e) between faculty and support staff ____

15. The use of 15 "Flexible Days" in the college calendar
    (a) provided college-wide activities of benefit to me ____
    (b) provided department/division-wide activities of benefit to me ____
    (c) provided individual project activities of benefit to me ____

III. SECOND YEAR EVALUATION

A.	Strongly agree
B.	Agree
C.	No opinion
D.	Disagree
E.	Strongly disagree

16. There was adequate faculty planning in the development of
    (a) the college's academic calendar ____
    (b) activities during the "Flexible Days" ____

17. There was sufficient information supplied to faculty concerning activities possible during the "Flexible Days". ____

18. The procedures used to identify and account for my activities during the "Flexible Days" need improvement. ____

19. The 15 "Flexible Days" were most beneficial for me in the three areas of: (a)____ (b)____ (c)____

A.	major redesign of course(s)
B.	new course/program development
C.	updating of course content
D.	developing new instructional materials for use in classroom
E.	developing new instructional materials for use in Learning Resource Center
F.	developing new materials for use in course/program evaluation
G.	exploring alternative instructional methods
H.	field visits to other college programs
I.	field visits to sites related to my program area
J.	college meetings, conferences
K.	department/division meetings or conferences
L.	in-service training workshops at the college
M.	professional conferences or workshops
N.	student advising
O.	subject area research
P.	institutional research
Q.	review of library holdings
R.	assessment of community needs and preferences
S.	developing short-term courses
T.	relief from classroom routine
U.	broadening professional contact
V.	other (specify)

III. SECOND YEAR EVALUATION

20. The 15 "Flexible Days" devoted to non-instructional activities during the current academic year are: ____

A.	Not enough
B.	Too many
C.	Just about right

21. The most productive time for scheduling the non-instructional days is: ____

A.	immediately prior to the fall semester
B.	in January, between the two semesters
C.	at the end of the academic year
D.	during the fall or spring semester
E.	during summer

COMMENTS:

Advantages of the Flexible Calendar:

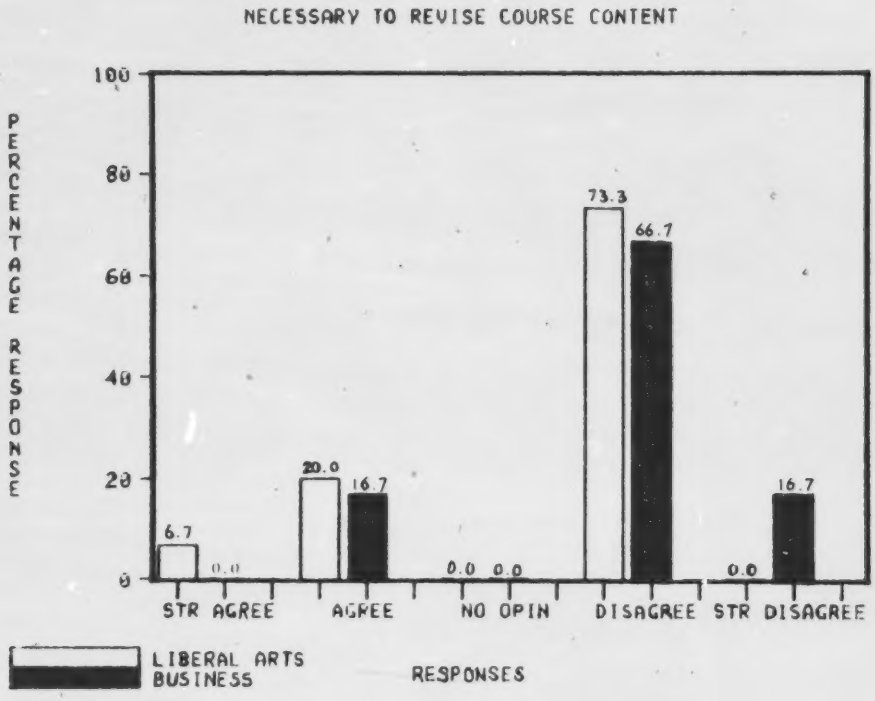
Disadvantages of the Flexible Calendar:

Suggestions for Improvement:

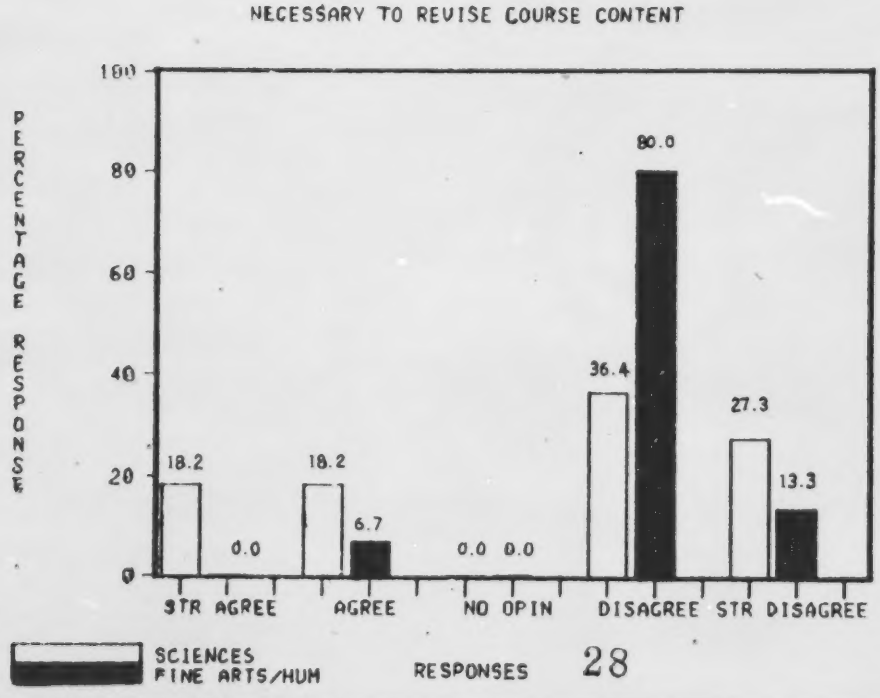
FACULTY RESPONSES
BY ACADEMIC DISCIPLINE

4. It was necessary to drastically revise the content for my courses due to the change from an 18-week to a 16-week semester.

Liberal Arts-Business

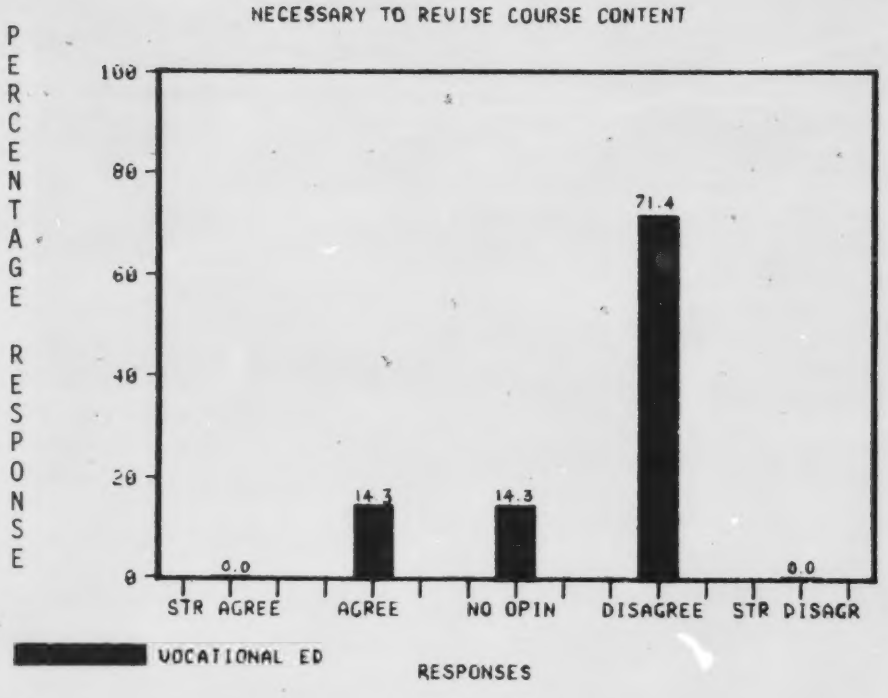


Sciences-Fine Arts/Humanities



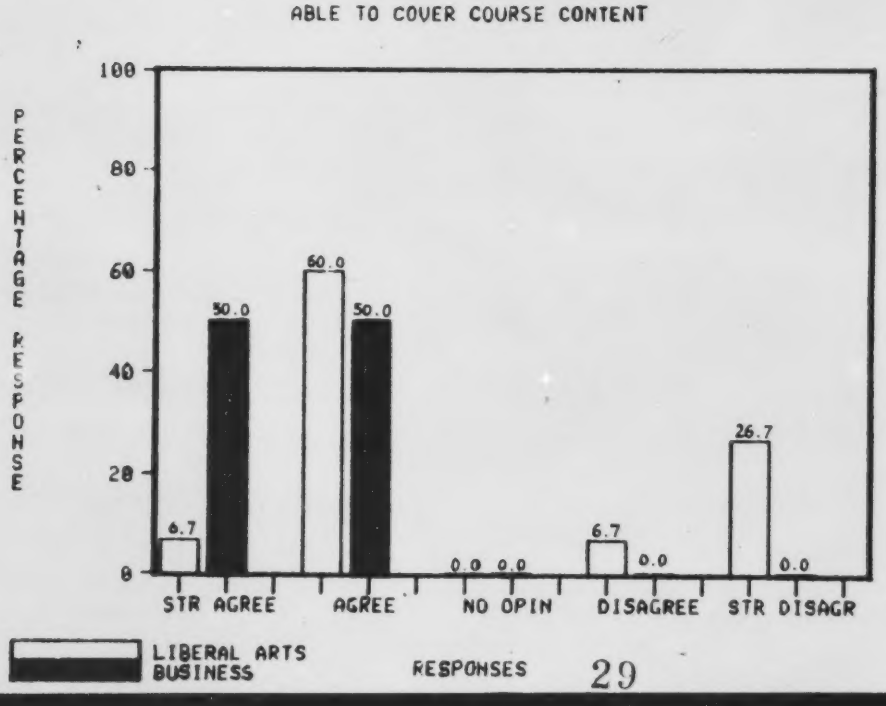
FACULTY RESPONSES
BY ACADEMIC DISCIPLINE

Vocational Education



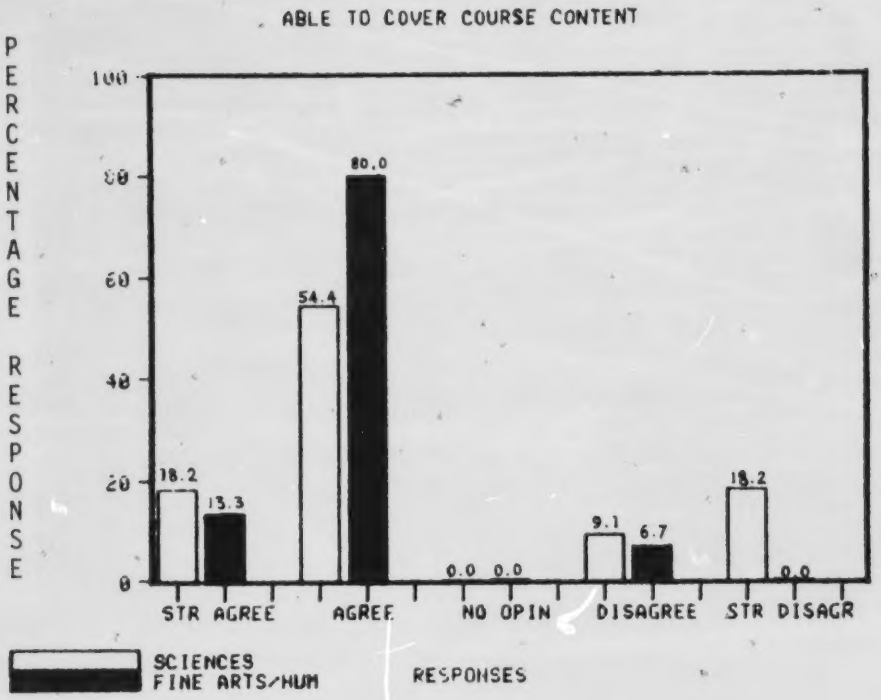
5. I was able to cover the necessary course content adequately in the 16-week semester.

Liberal Arts-Business

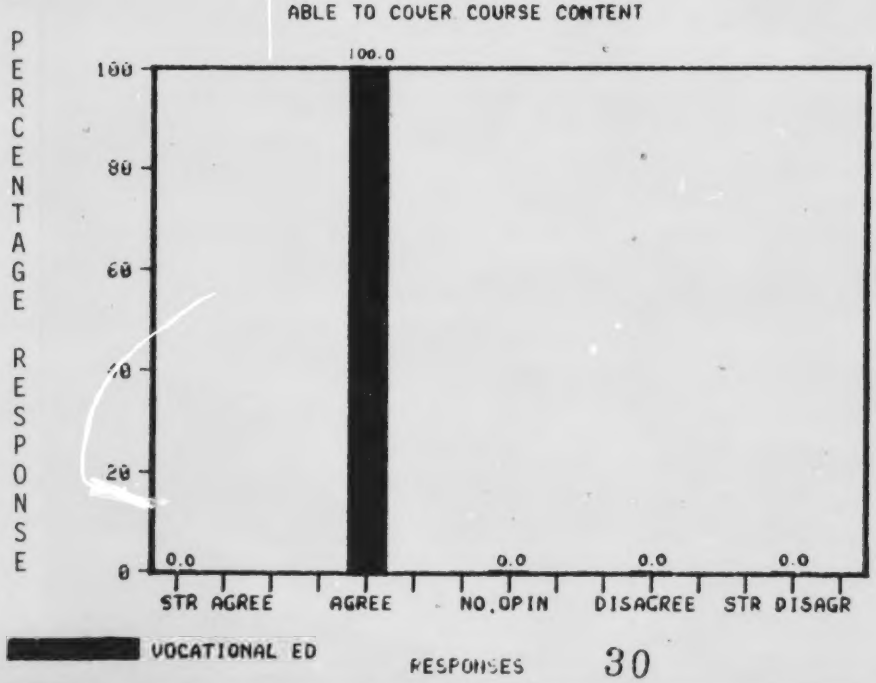


FACULTY RESPONSES
BY ACADEMIC DISCIPLINE

Sciences-Fine Arts/Humanities



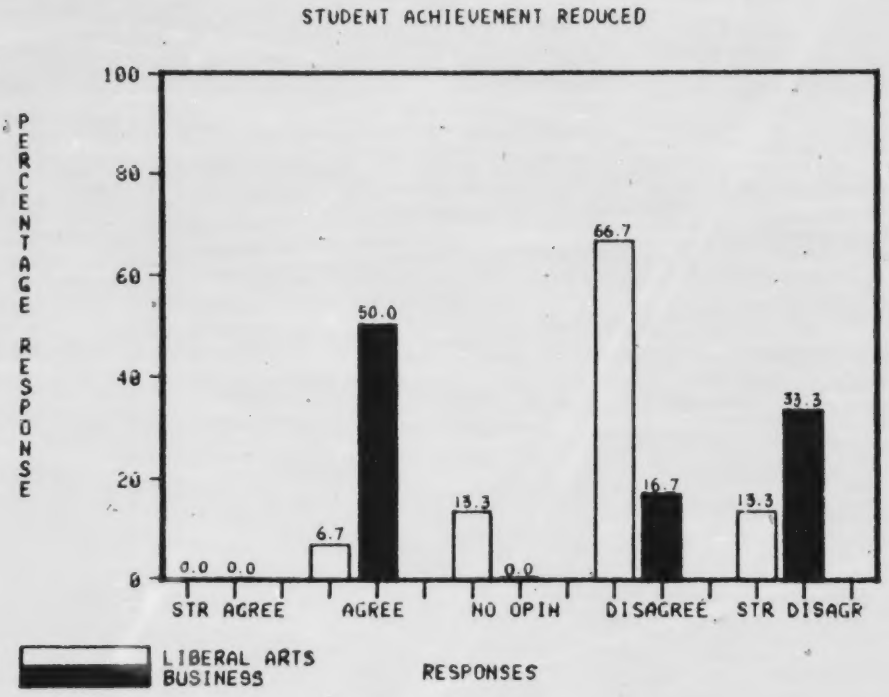
Vocational Education



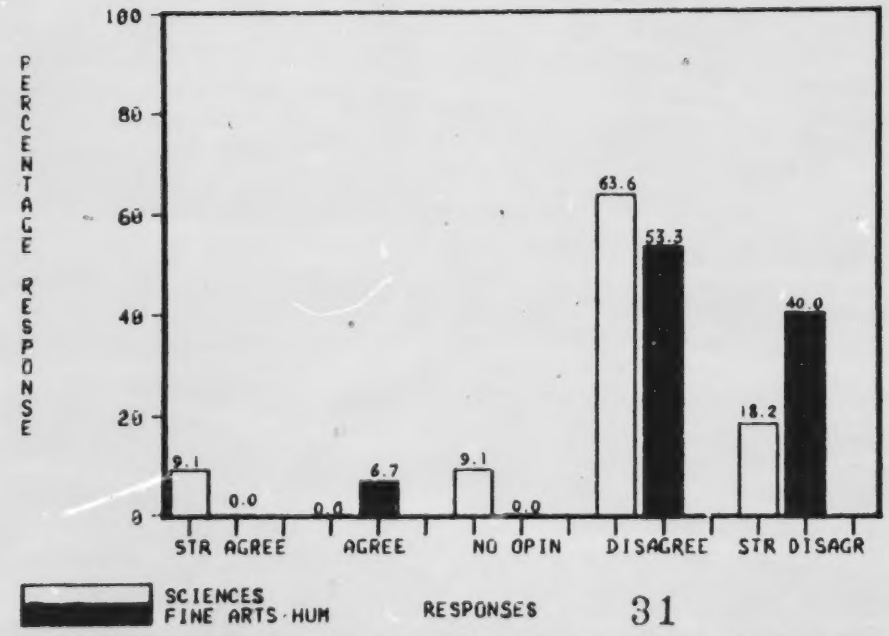
FACULTY RESPONSES
BY ACADEMIC DISCIPLINE

6. Due to the 16-week semester student achievement in my course(s) was reduced significantly compared to past student performance.

Liberal Arts-Business

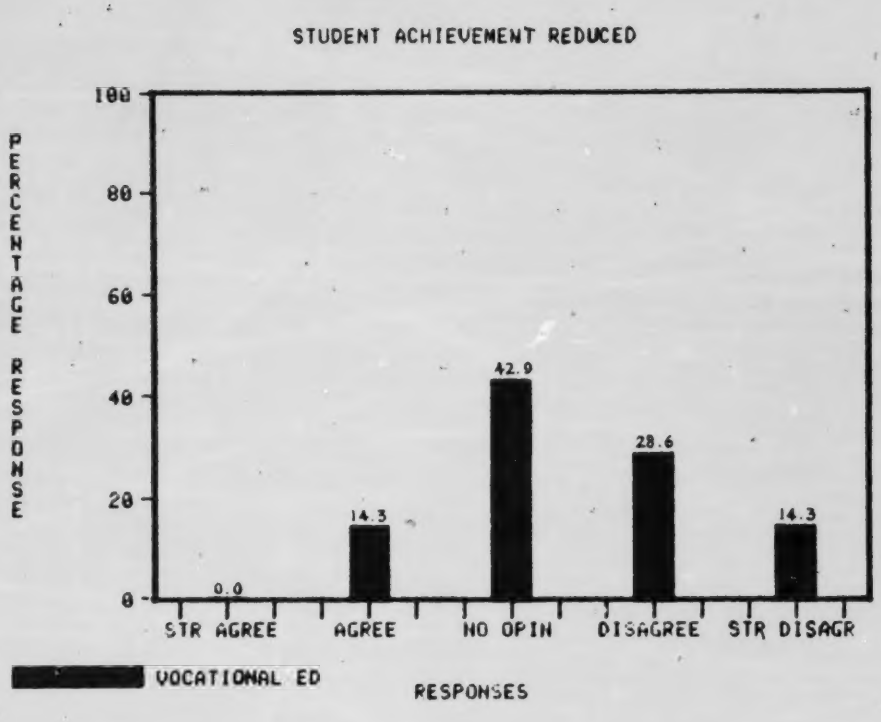


Sciences-Fine Arts/Humanities



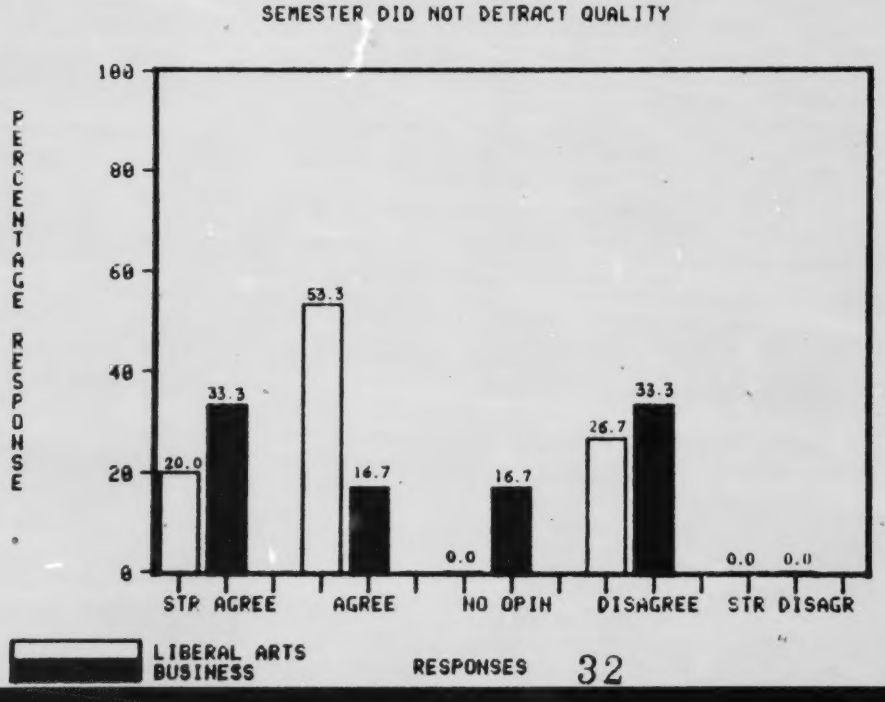
FACULTY RESPONSES
BY ACADEMIC DISCIPLINE

Vocational Education



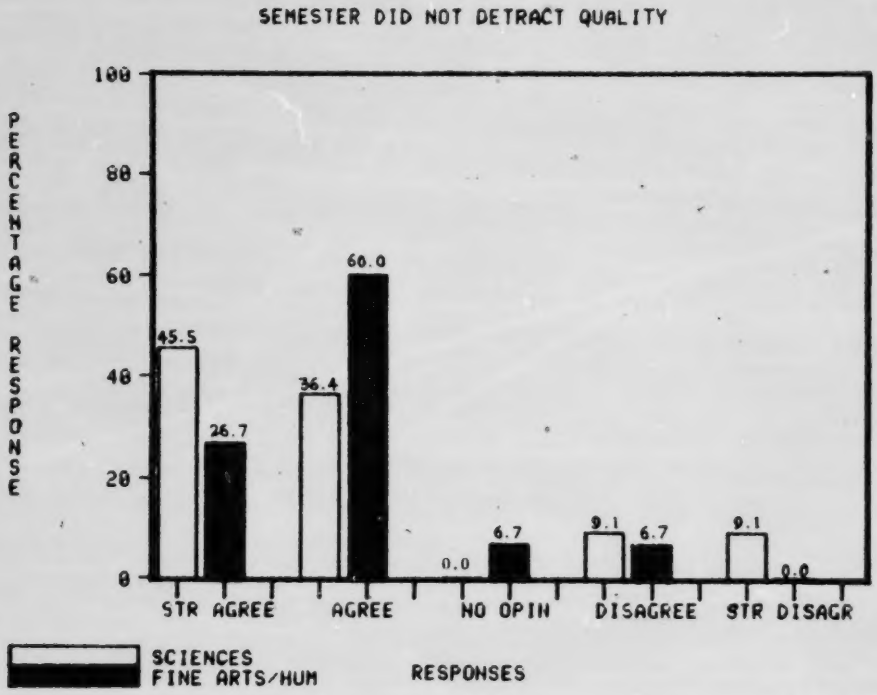
7. The 16-week semester did not detract from the quality of my instruction.

Liberal Arts-Business

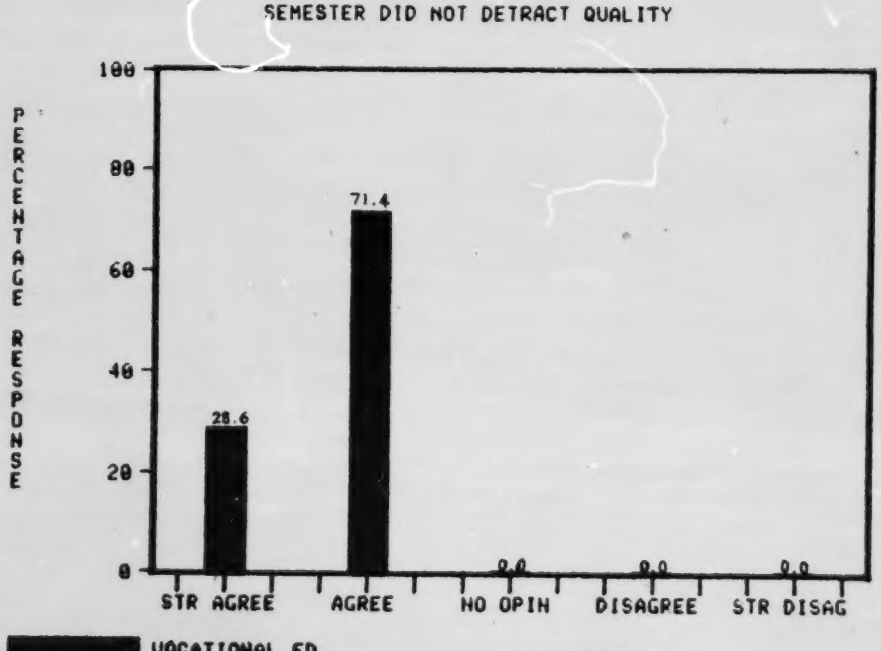


FACULTY RESPONSES
BY ACADEMIC DISCIPLINE

Sciences-Fine Arts/Humanities



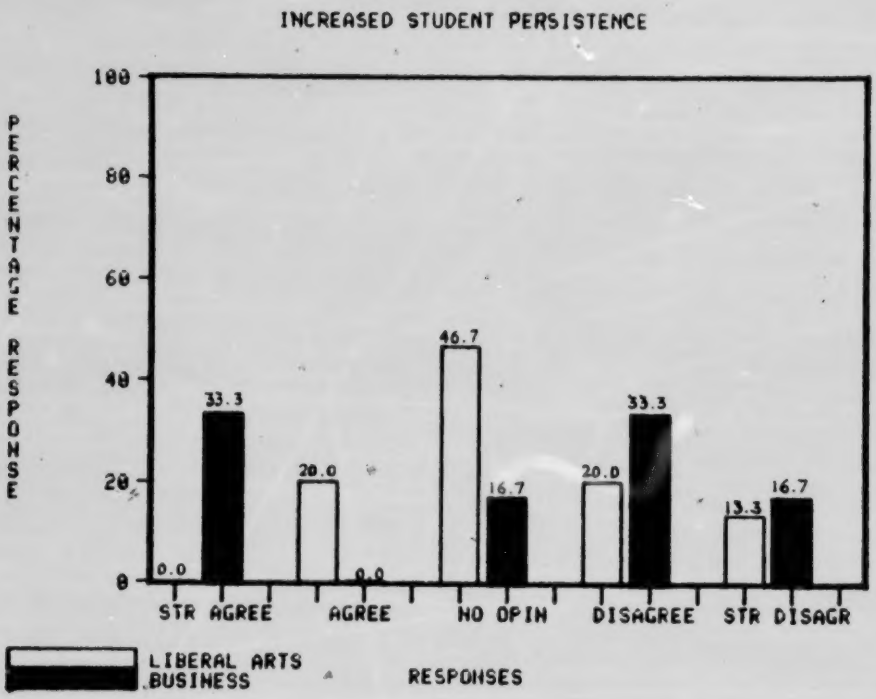
Vocational Education



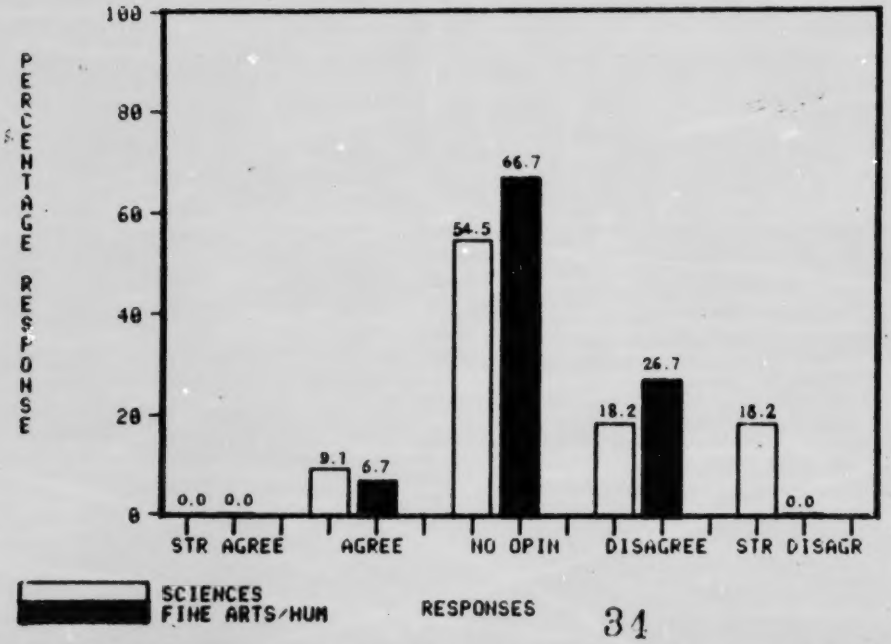
FACULTY RESPONSES
BY ACADEMIC DISCIPLINE

8. The 16-week semester increased student persistence in my course(s).

Liberal Arts-Business

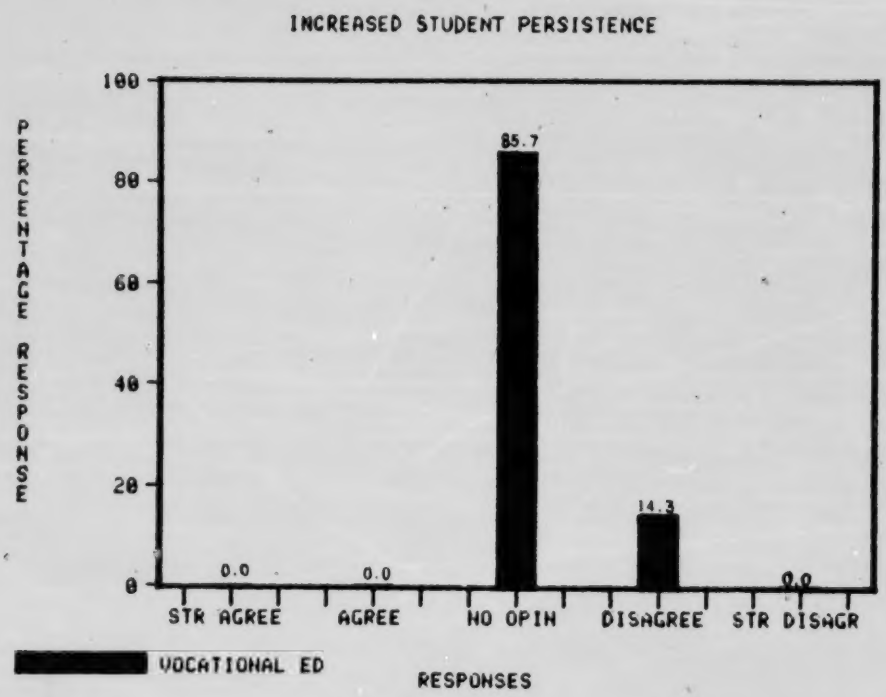


Sciences-Fine Arts/Humanities



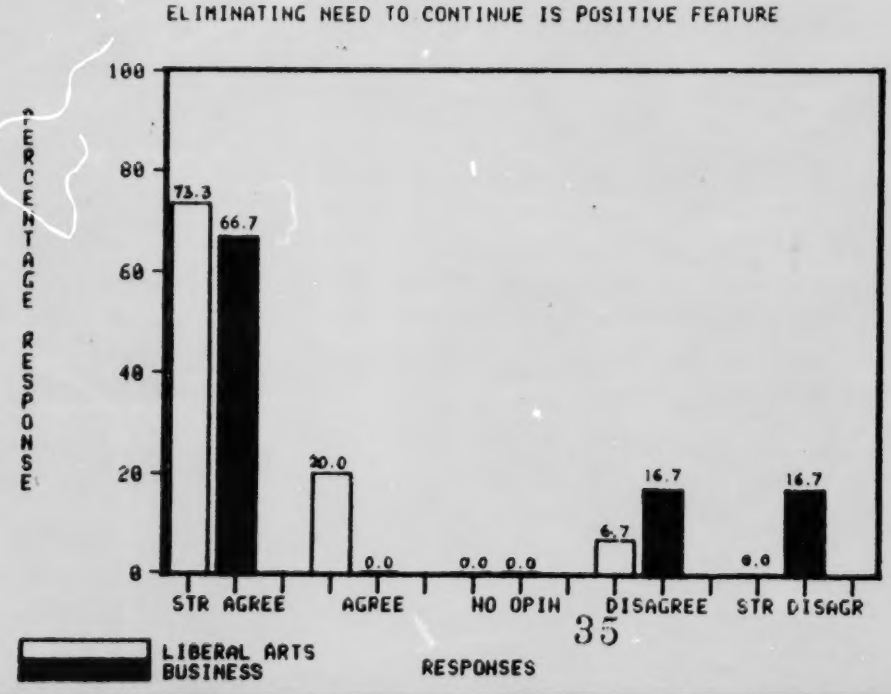
FACULTY RESPONSES
BY ACADEMIC DISCIPLINE

Vocational Education



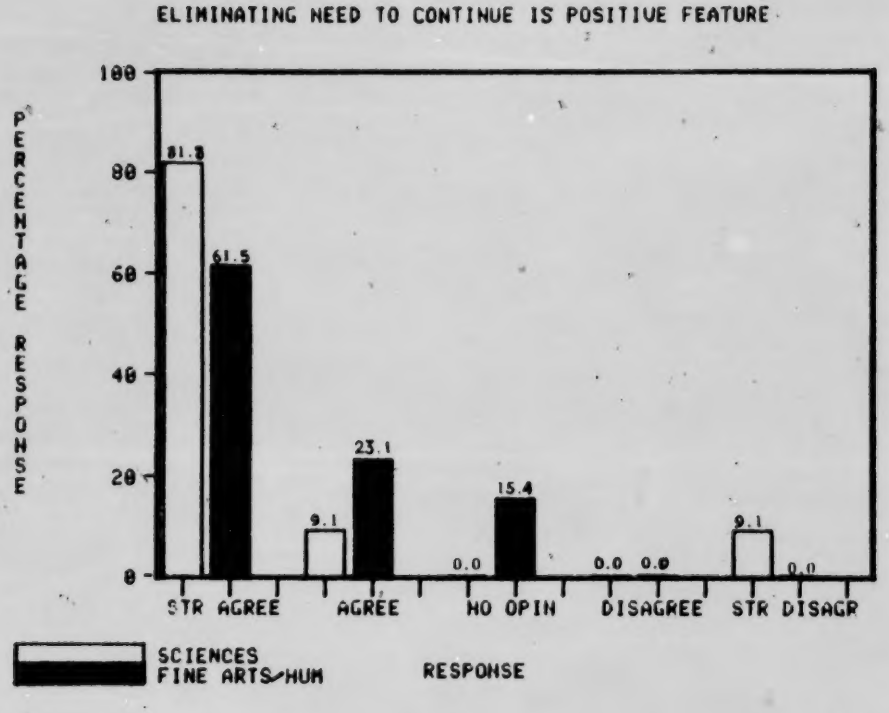
9. Eliminating the need to continue the fall semester after the Christmas vacation is a positive feature of the early semester calendar.

Liberal Arts-Business

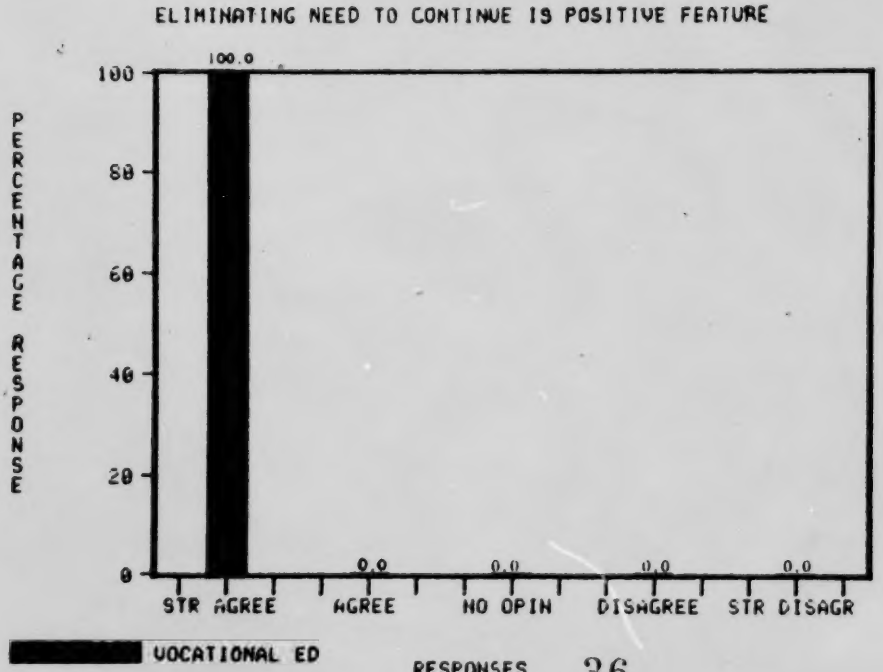


FACULTY RESPONSES
BY ACADEMIC DISCIPLINE

Sciences-Fine Arts/Humanities



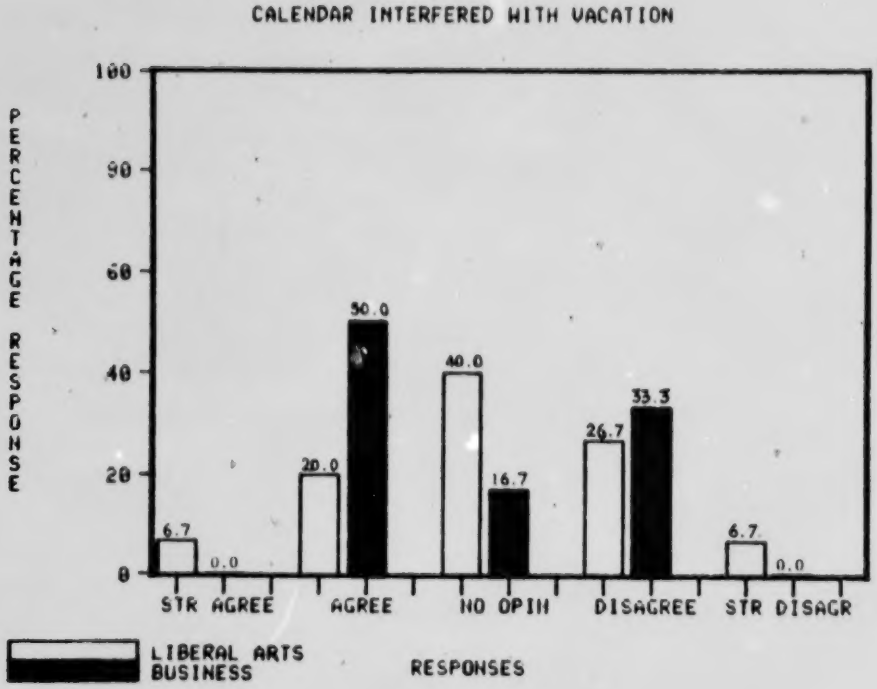
Vocational Education



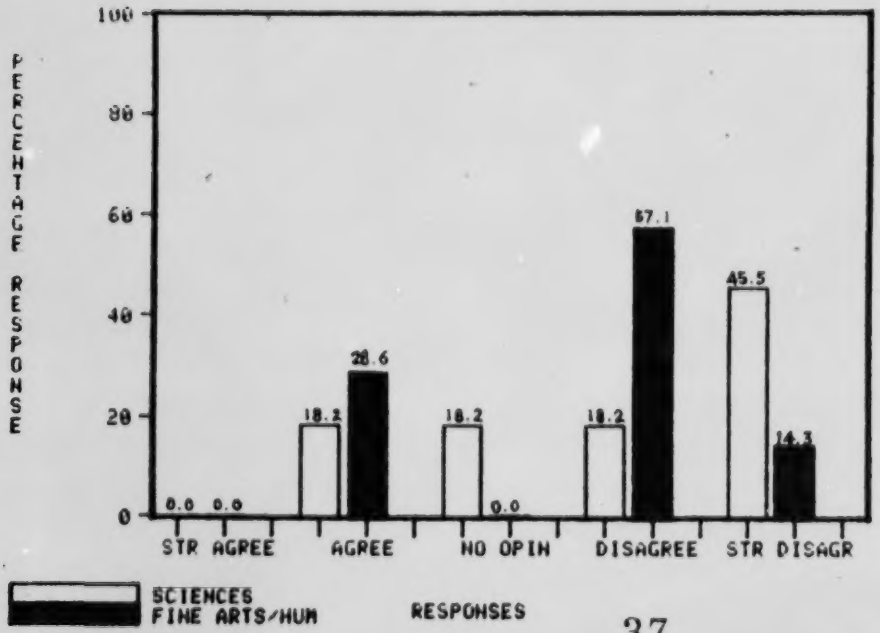
FACULTY RESPONSES
BY ACADEMIC DISCIPLINE

10. The early semester calendar interfered with my summer vacation.

Liberal Arts-Business

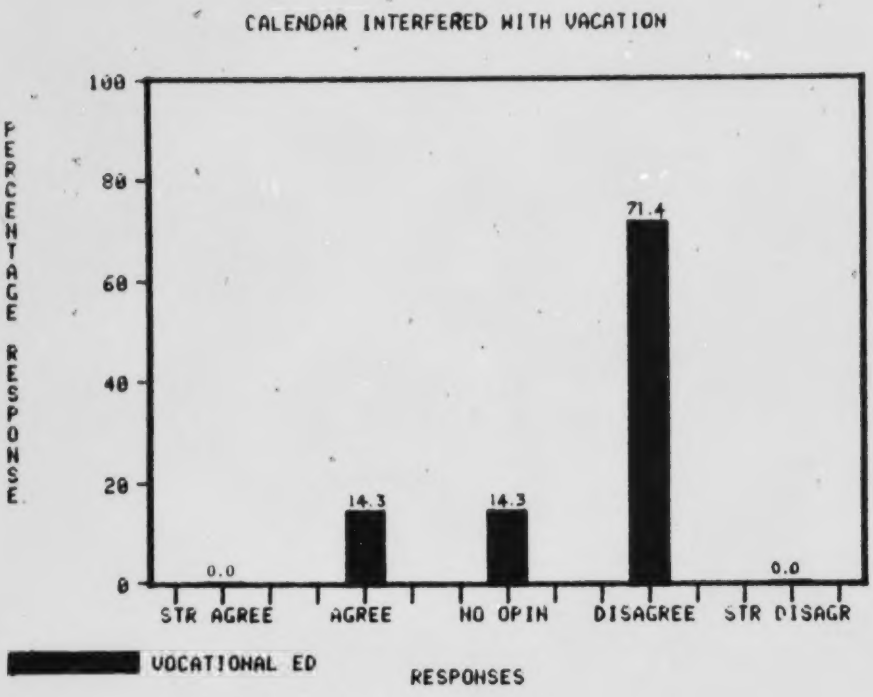


Sciences-Fine Arts/Humanities



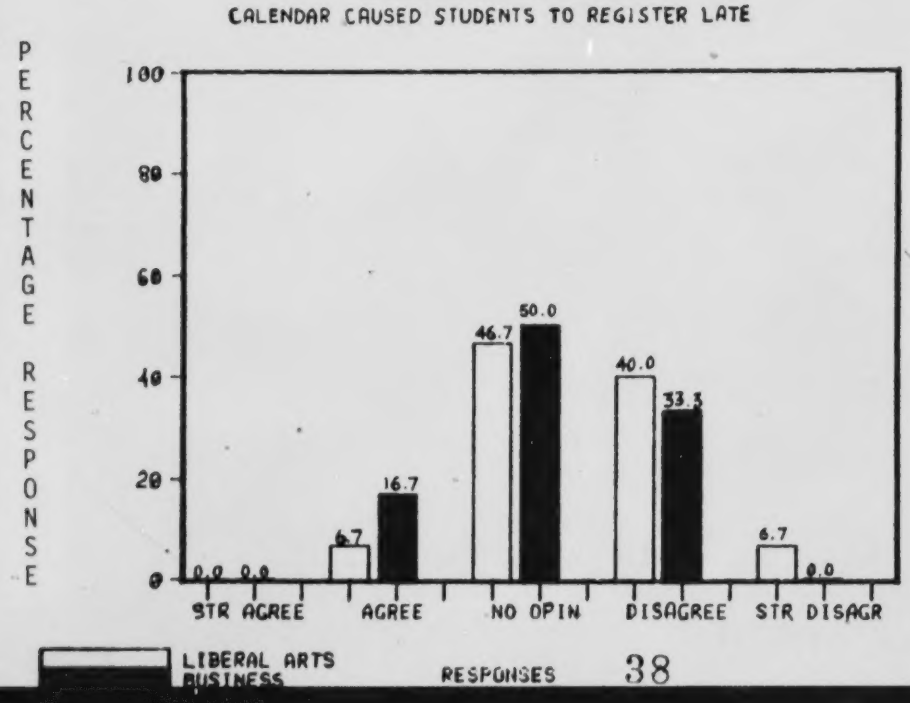
FACULTY RESPONSES
BY ACADEMIC DISCIPLINE

Vocational Education



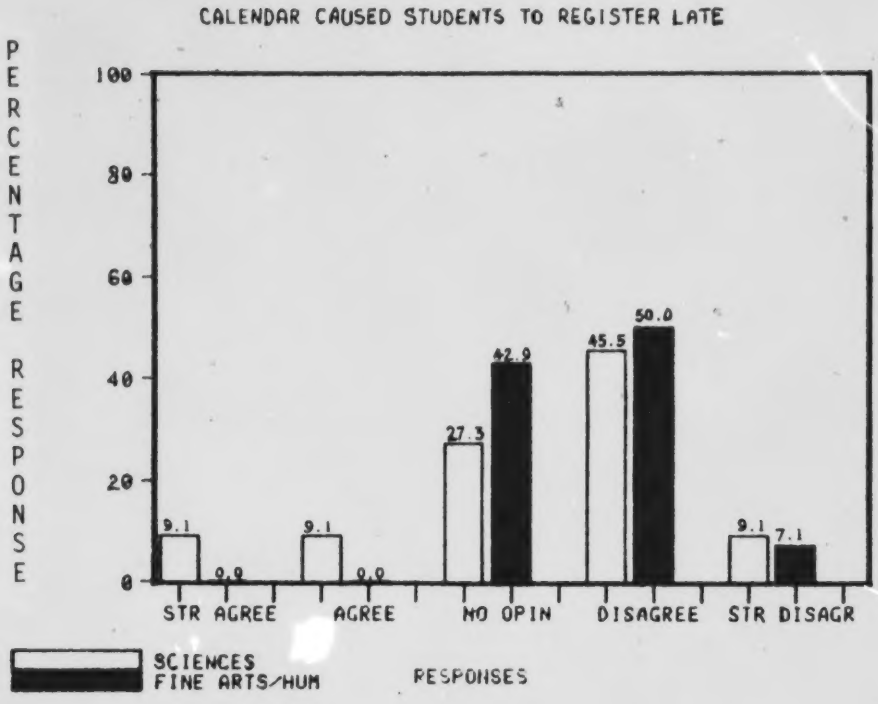
11. The early start semester calendar caused students to register late for the fall term and they were unable to "catch up" with course material.

Liberal Arts-Business

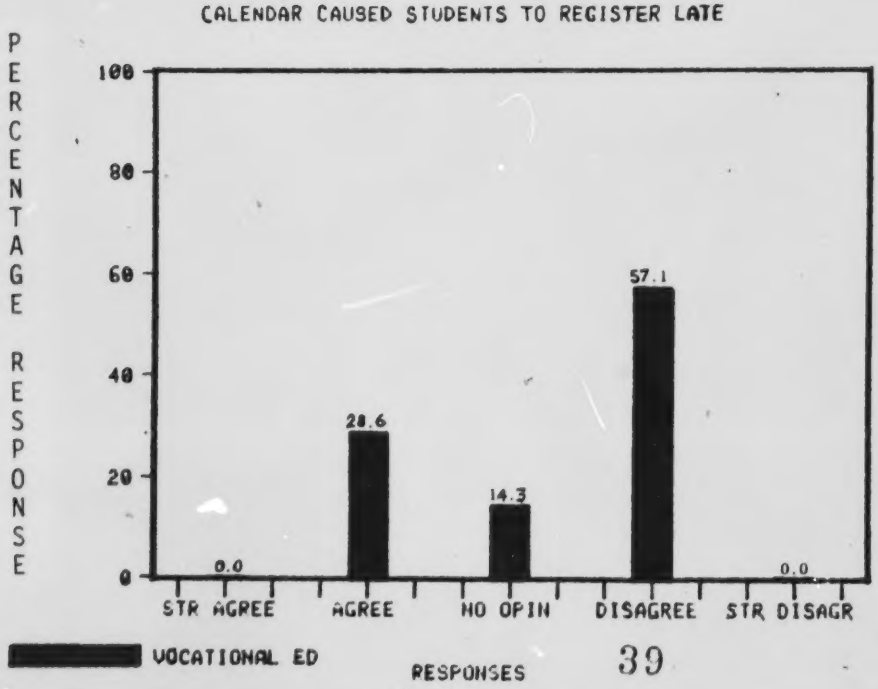


FACULTY RESPONSES
BY ACADEMIC DISCIPLINE

Sciences-Fine Arts/Humanities



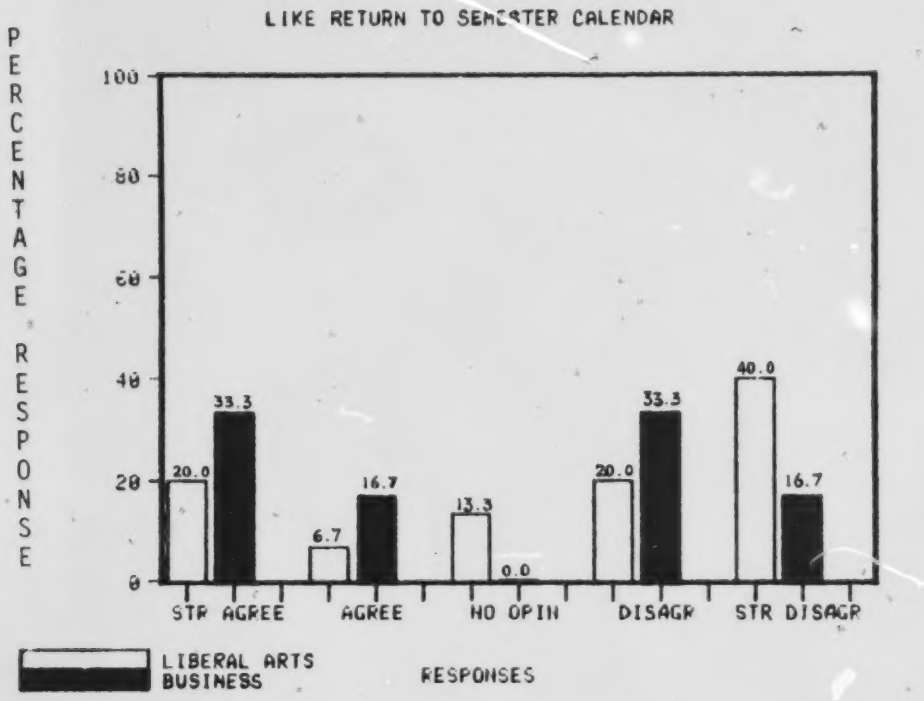
Vocational Education



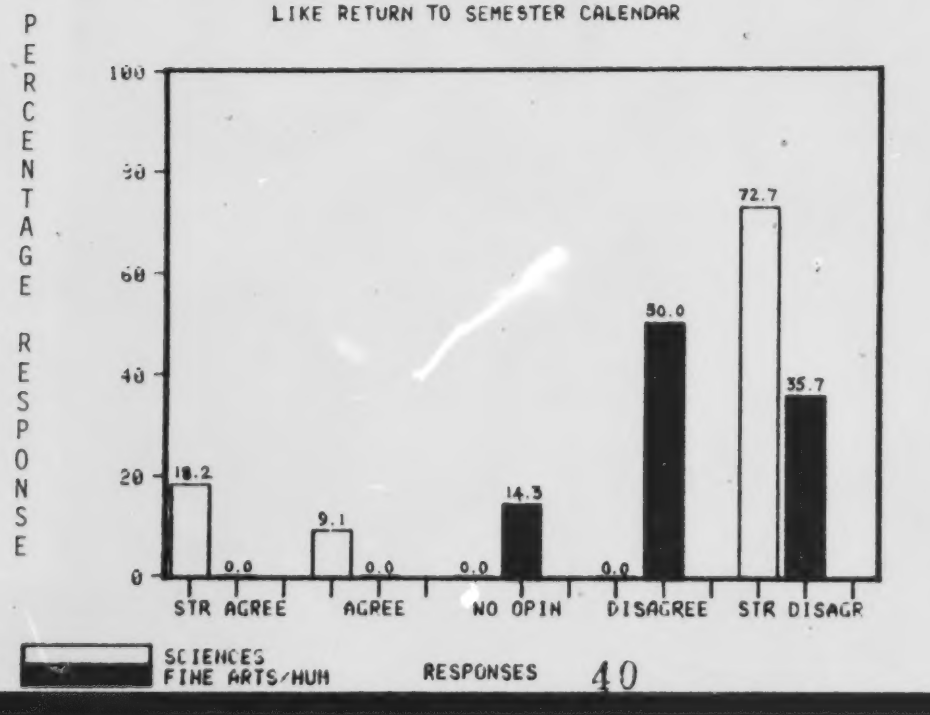
FACULTY RESPONSES
BY ACADEMIC DISCIPLINE

12. I would like to see our college return to the traditional semester calendar.

Liberal Arts-Business

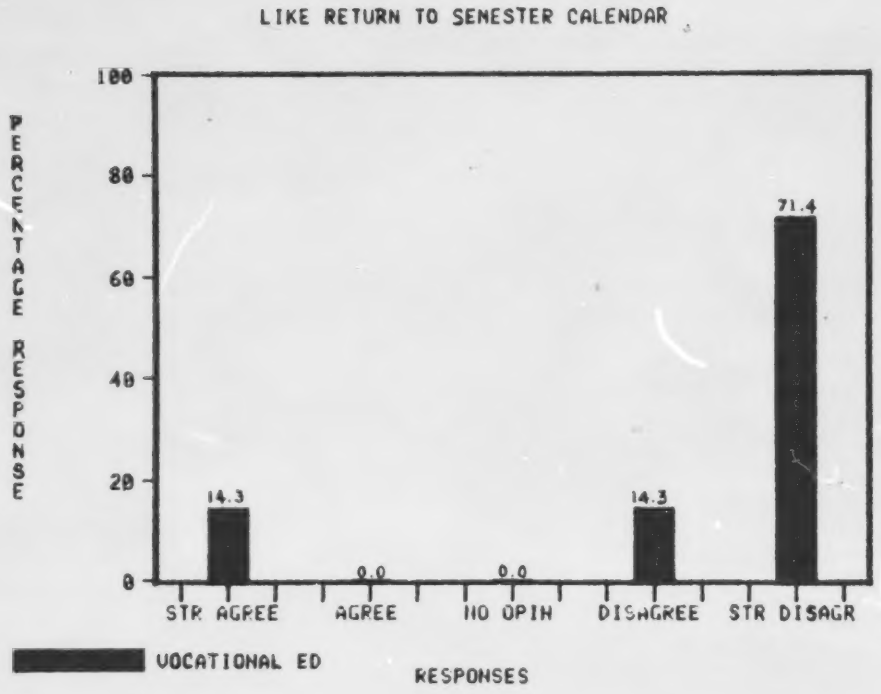


Sciences-Fine Arts/Humanities



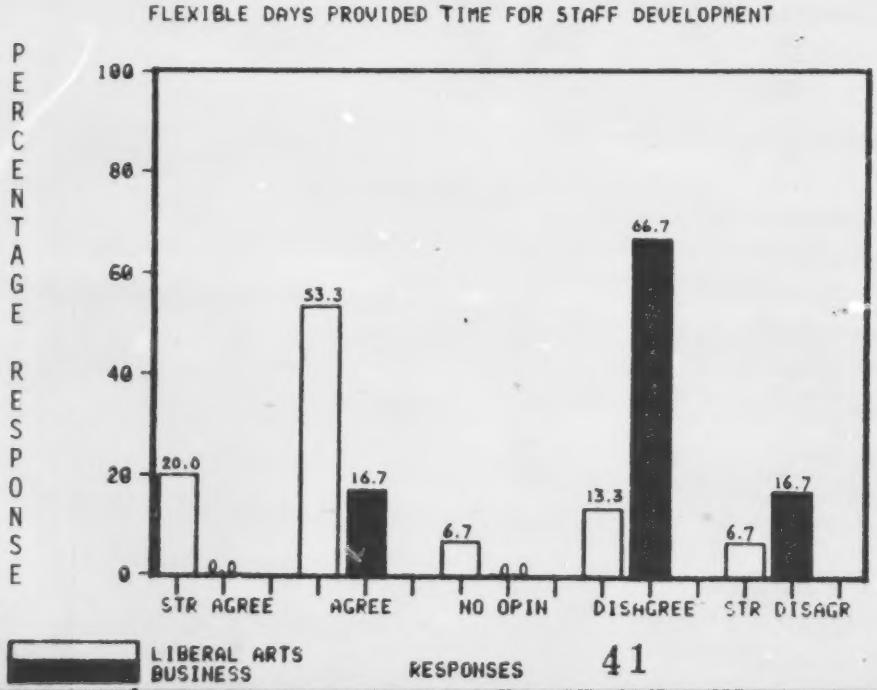
FACULTY RESPONSES
BY ACADEMIC DISCIPLINE

Vocational Education



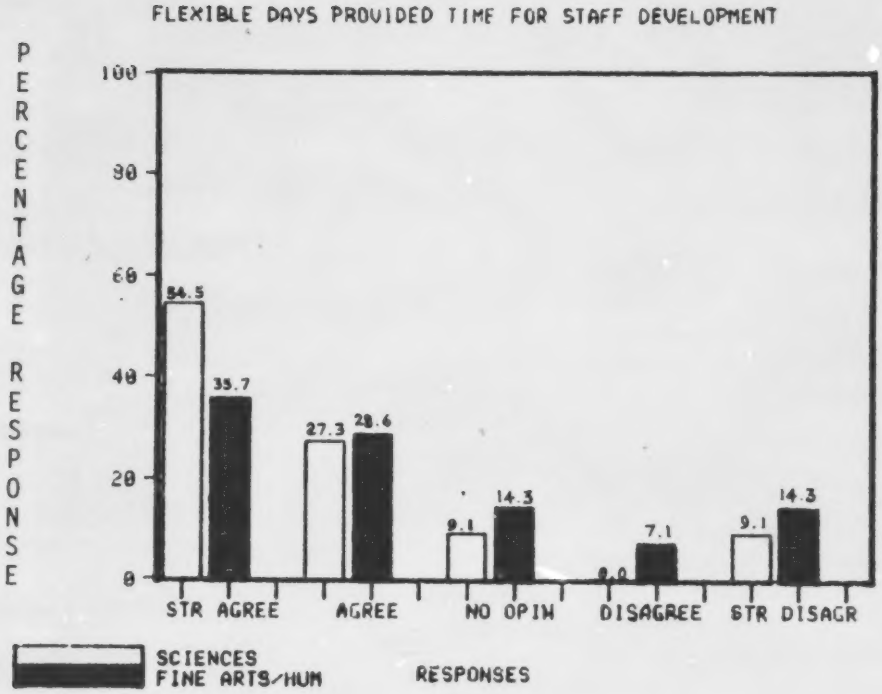
13. The 15 "Flexible Days" in the current college calendar provided time for staff development opportunities not available to faculty in prior years.

Liberal Arts-Business

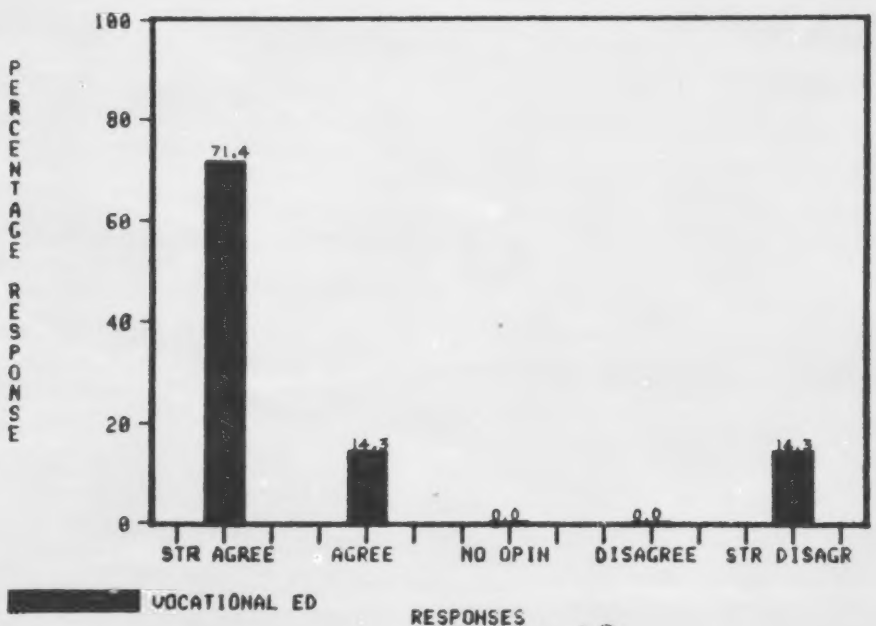


FACULTY RESPONSES
BY ACADEMIC DISCIPLINE

Sciences-Fine Arts/Humanities



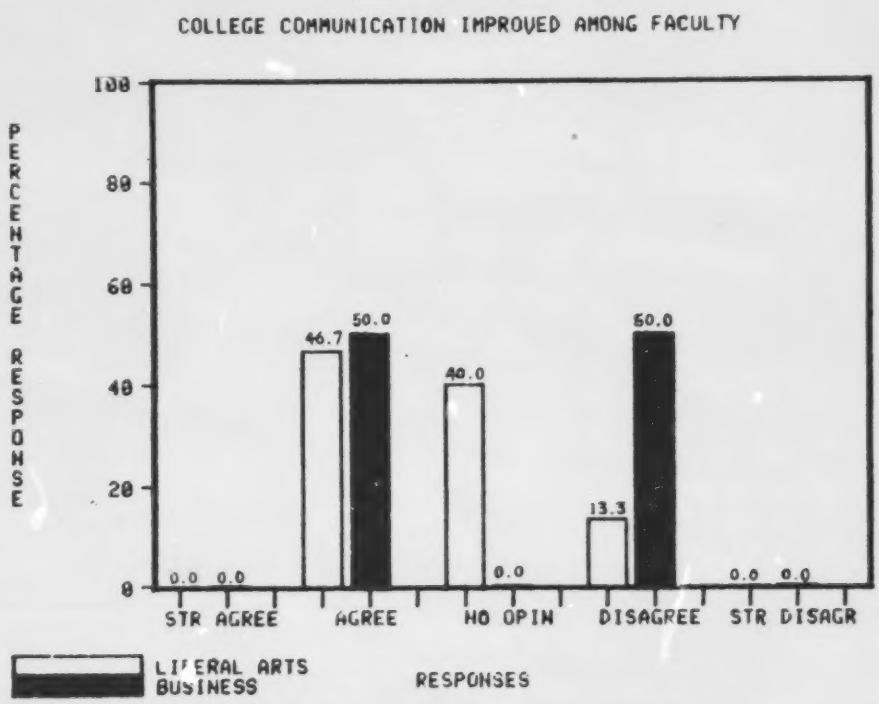
Vocational Education



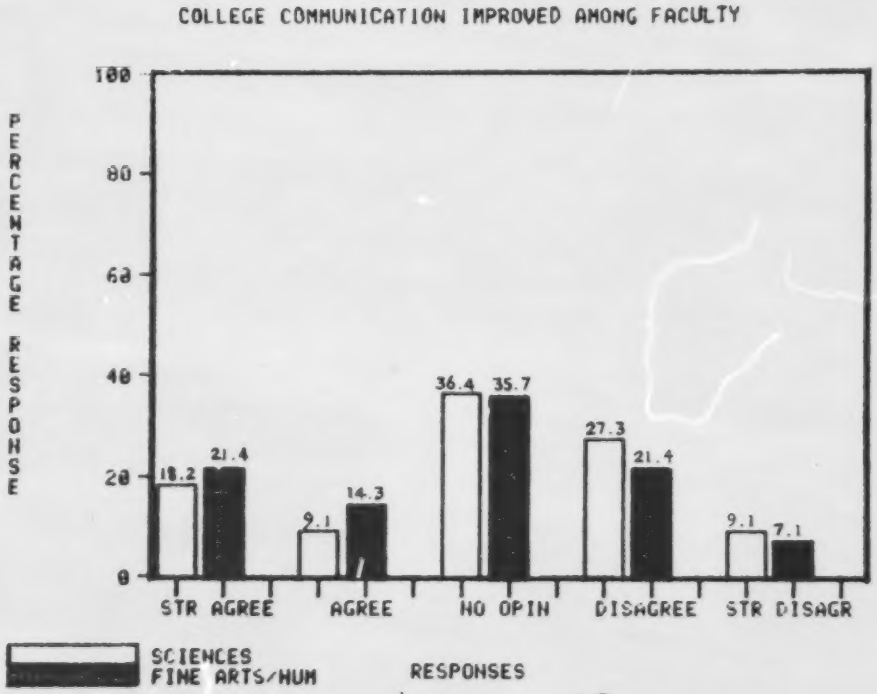
FACULTY RESPONSES
BY ACADEMIC DISCIPLINE

14. (a) As a result of the "Flexible Days" activities, college communication was improved amoung faculty within my department/division.

Liberal Arts-Business

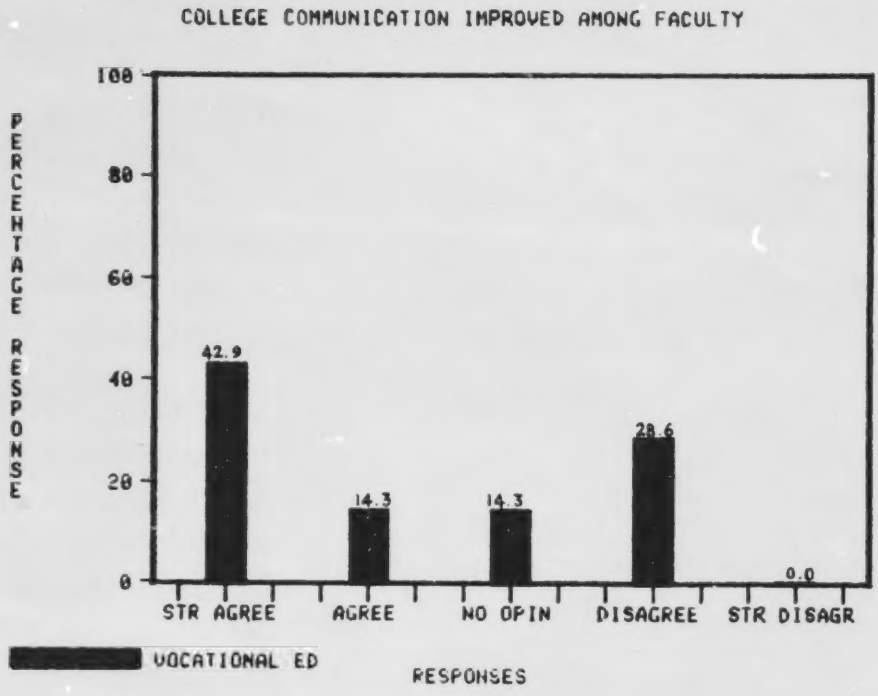


Sciences-Fine Arts/Humanities



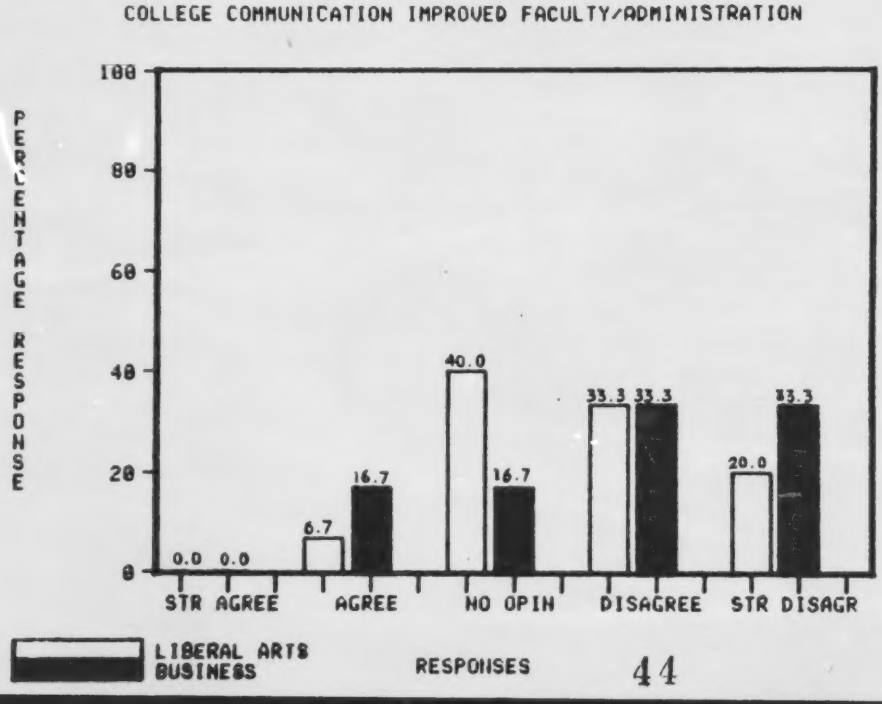
FACULTY RESPONSES
BY ACADEMIC DISCIPLINE

Vocational Eduaction



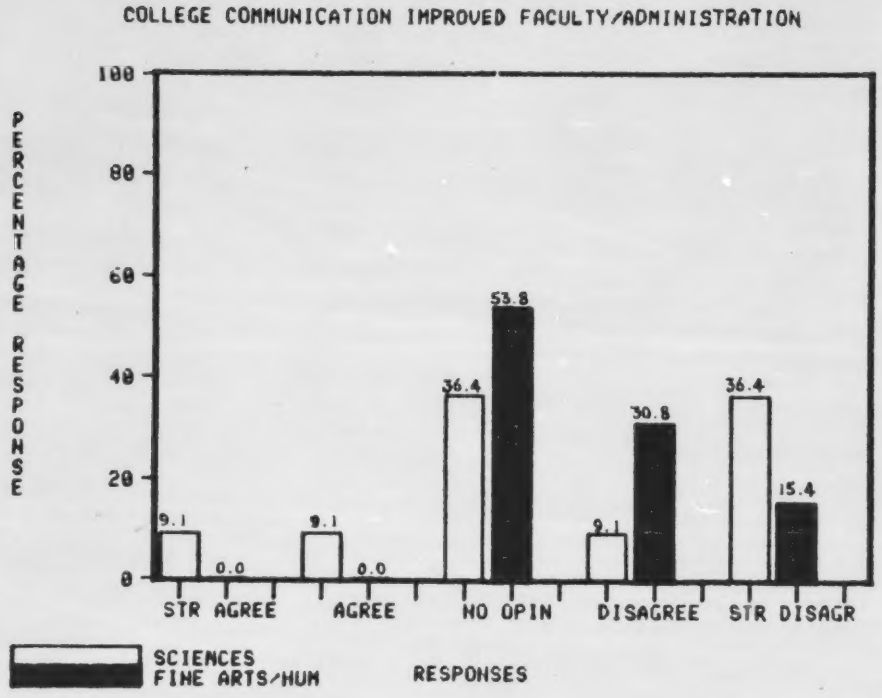
14. (b) As a result of the "Flexible Days" activities, college communication was improved between faculty and administration.

Liberal Arts-Business

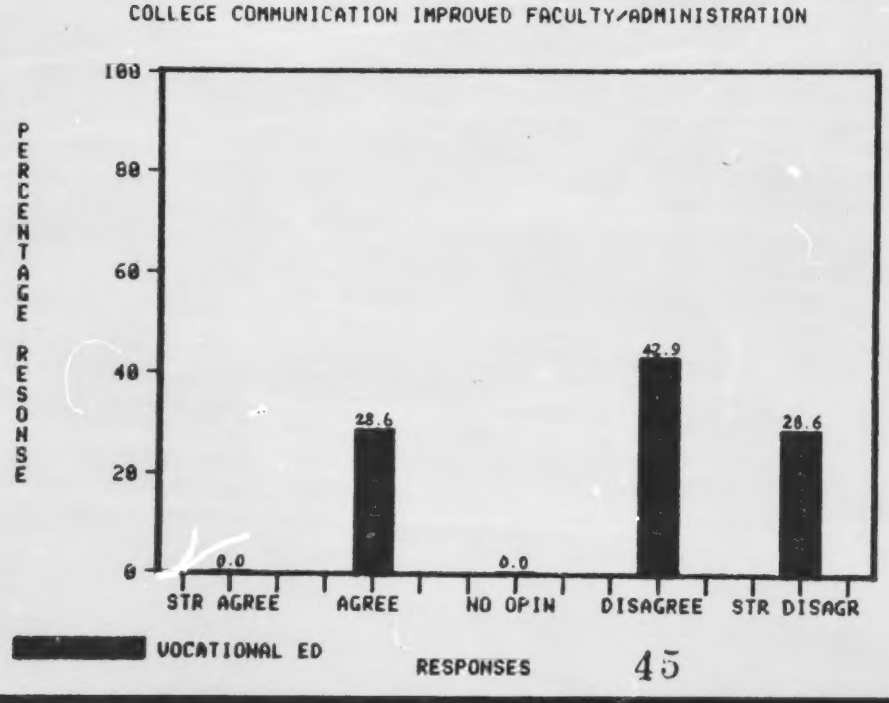


FACULTY RESPONSES
BY ACADEMIC DISCIPLINE

Sciences-Fine Arts/Humanities



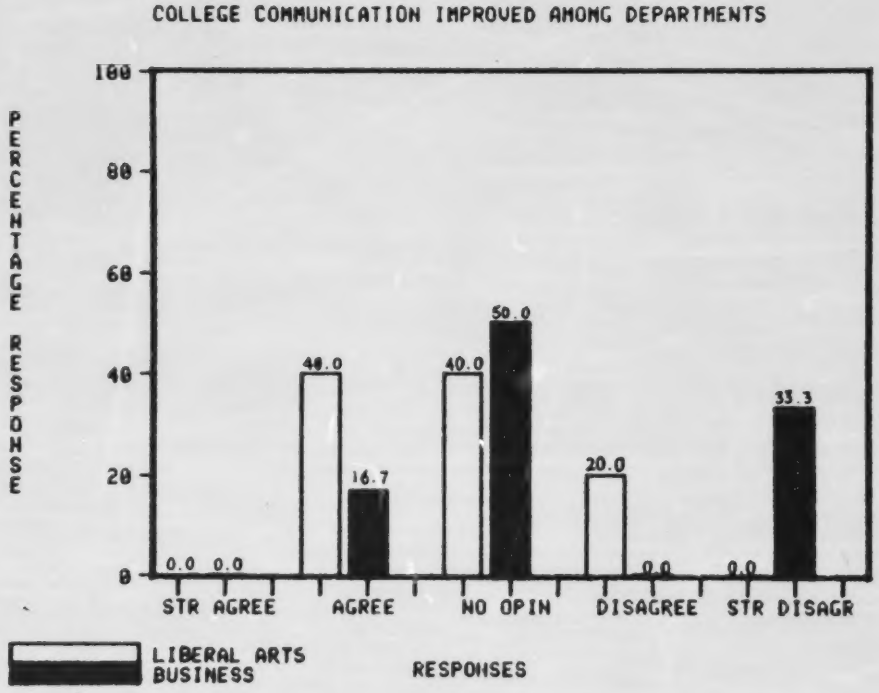
Vocational Education



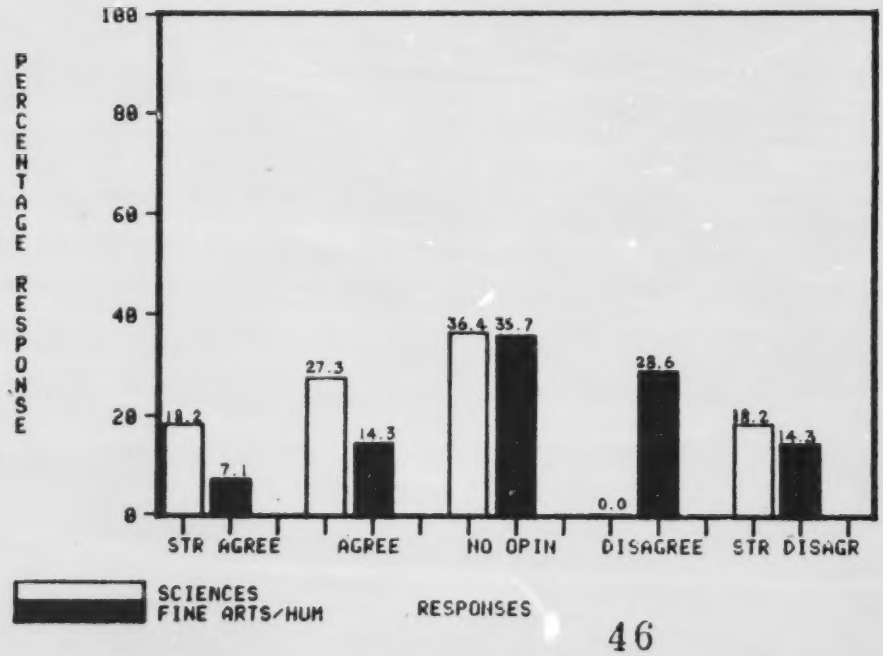
FACULTY RESPONSES
BY ACADEMIC DISCIPLINE

14. (c) As a result of the "Flexible Days" activities, college communication was improved among faculty in different departments/divisions.

Liberal Arts-Business

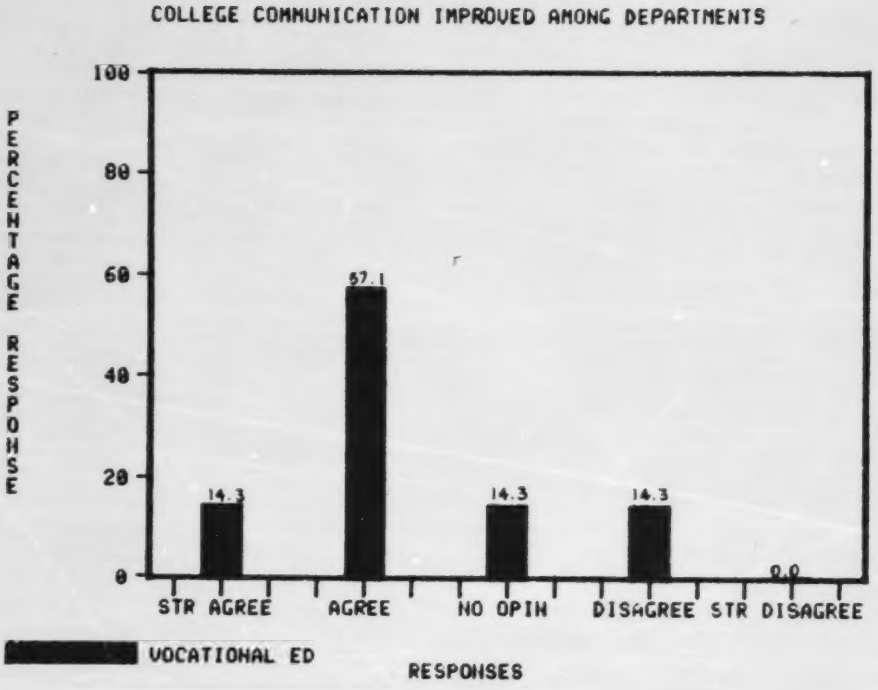


Sciences-Fine Arts/Humanities



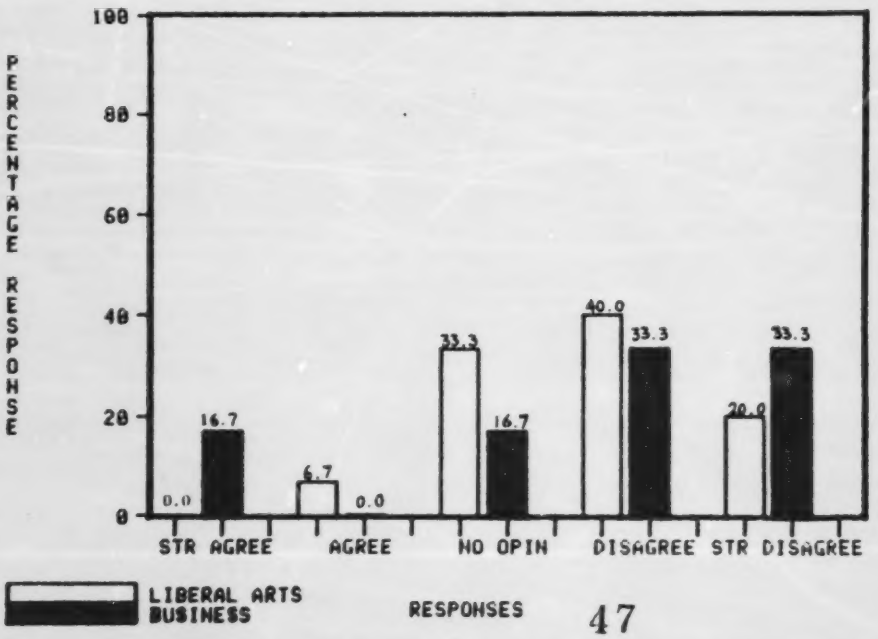
FACULTY RESPONSES
BY ACADEMIC DISCIPLINE

Vocational Education



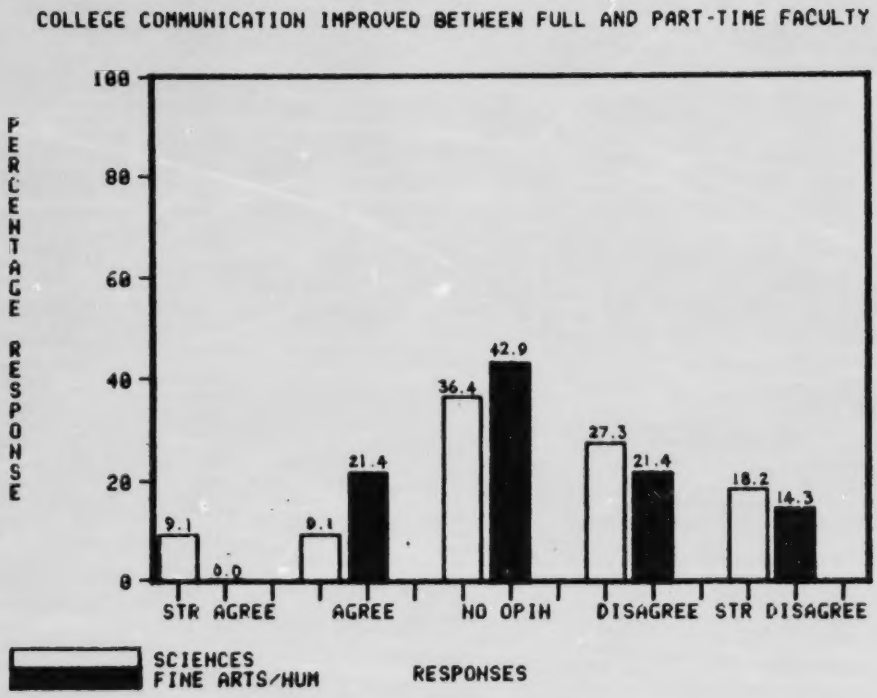
14. (d) As a result of the "Flexible Days" activities, college communication was improved between full-time and part-time faculty.

Liberal Arts-Business

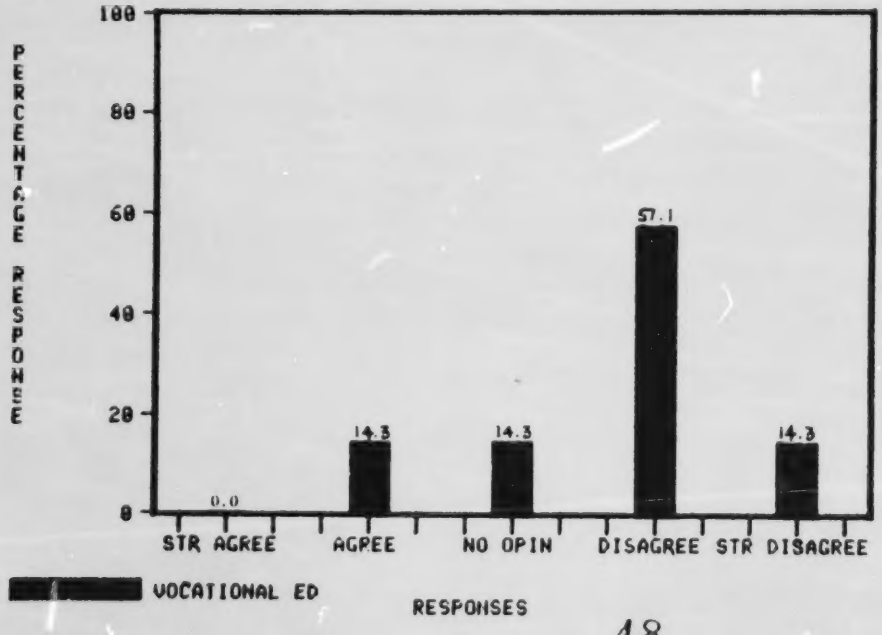


FACULTY RESPONSES
BY ACADEMIC DISCIPLINE

Sciences-Fine Arts/Humanities



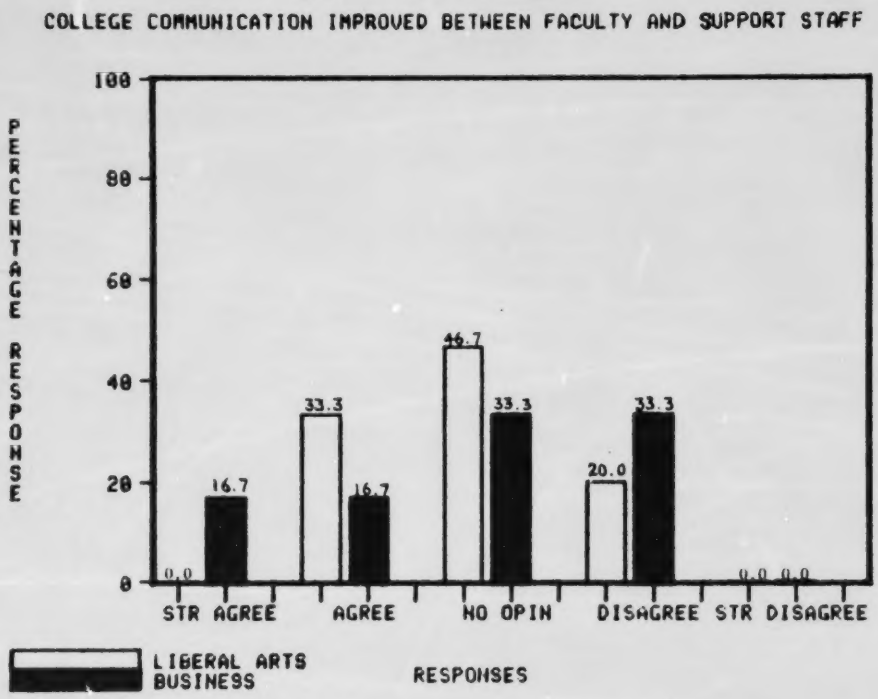
Vocational Education



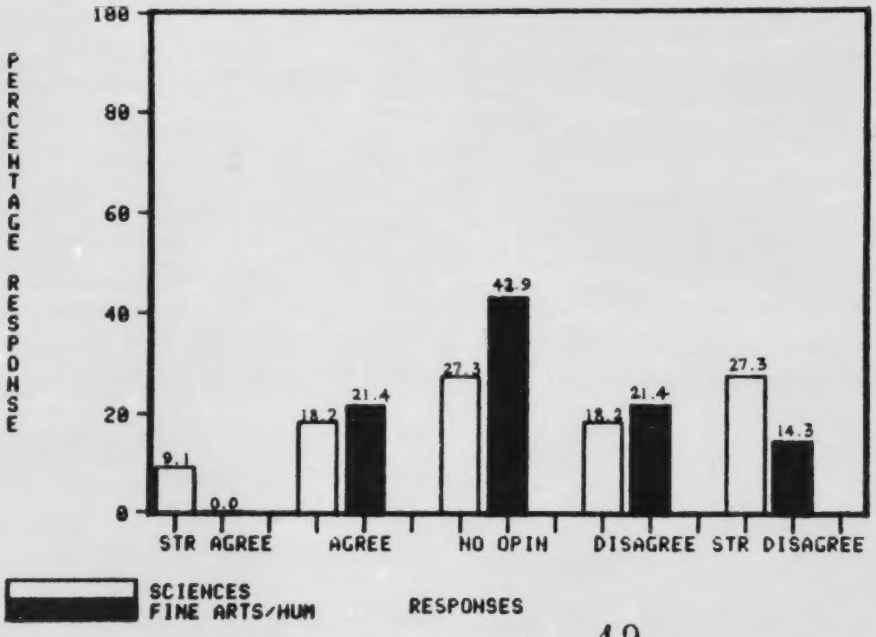
FACULTY RESPONSES
BY ACADEMIC DISCIPLINE

14. (e) As a result of the "Flexible Days" activities, college communication was improved between faculty and support staff.

Liberal Arts-Business

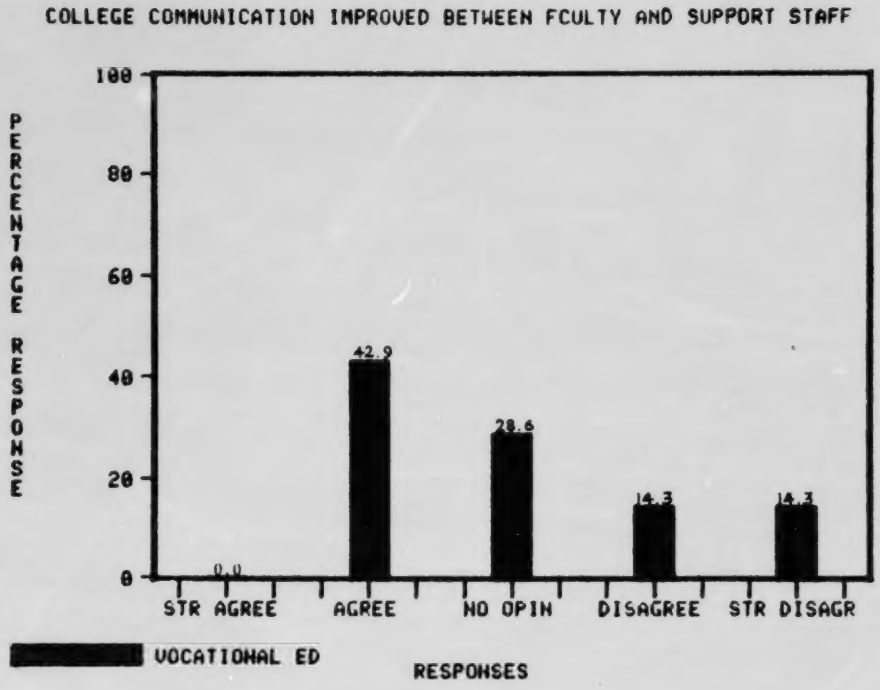


Sciences-Fine Arts/Humanities



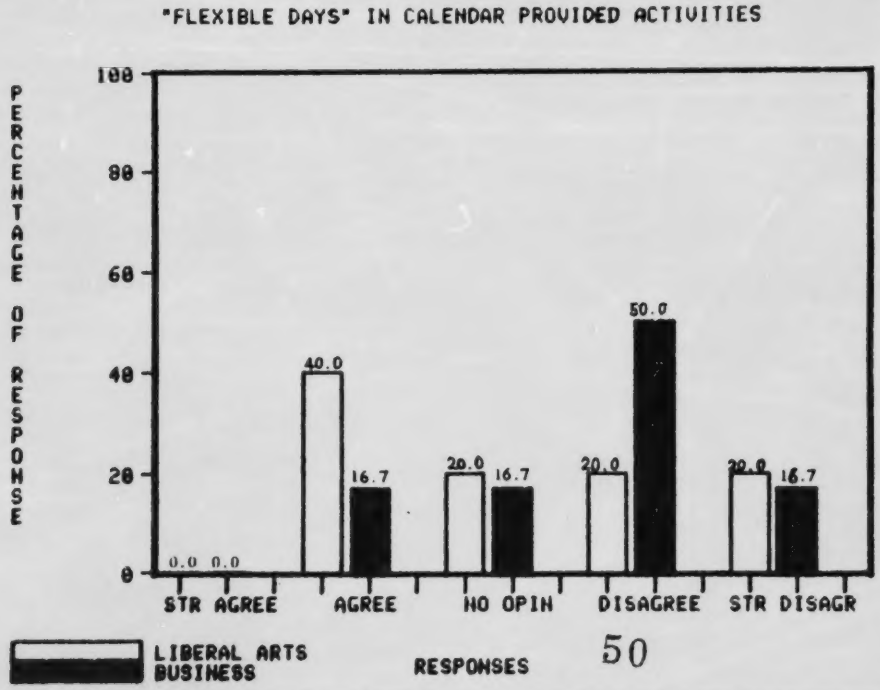
FACULTY RESPONSES
BY ACADEMIC DISCIPLINE

Vocational Education



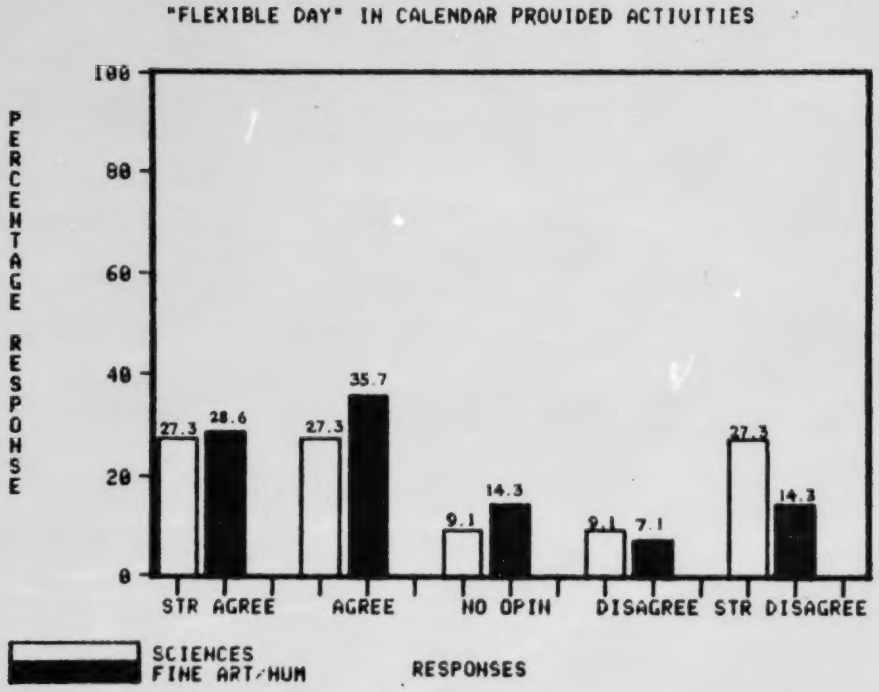
15. (a) The use of 15 "Flexibe Days" in the college calendar provided college-wide activities of benefit to me.

Liberal Arts-Business

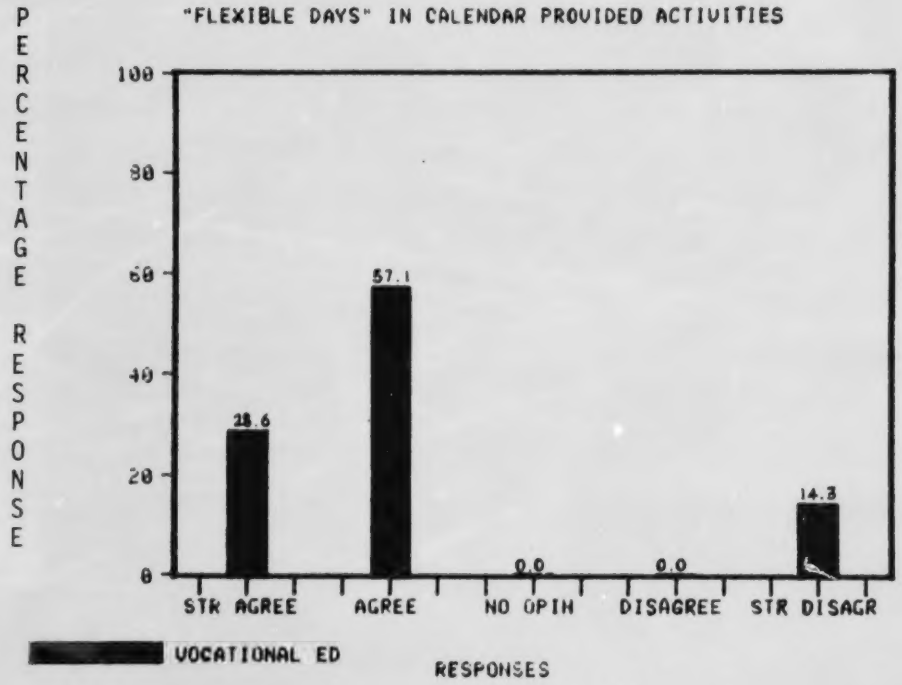


FACULTY RESPONSES
BY ACADEMIC DISCIPLINE

Sciences-Fine Arts/Humanities



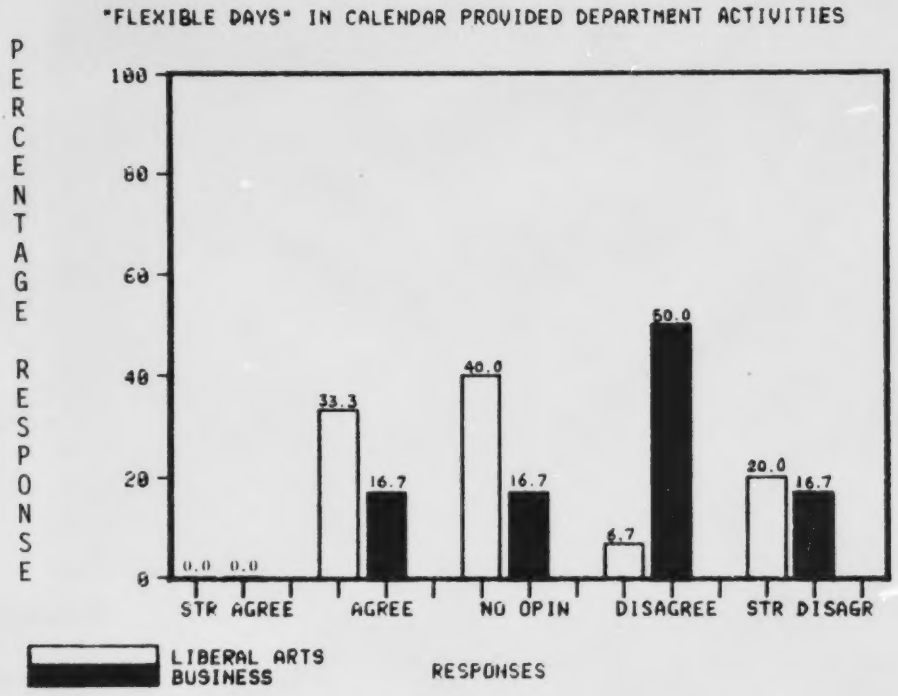
Vocational Education



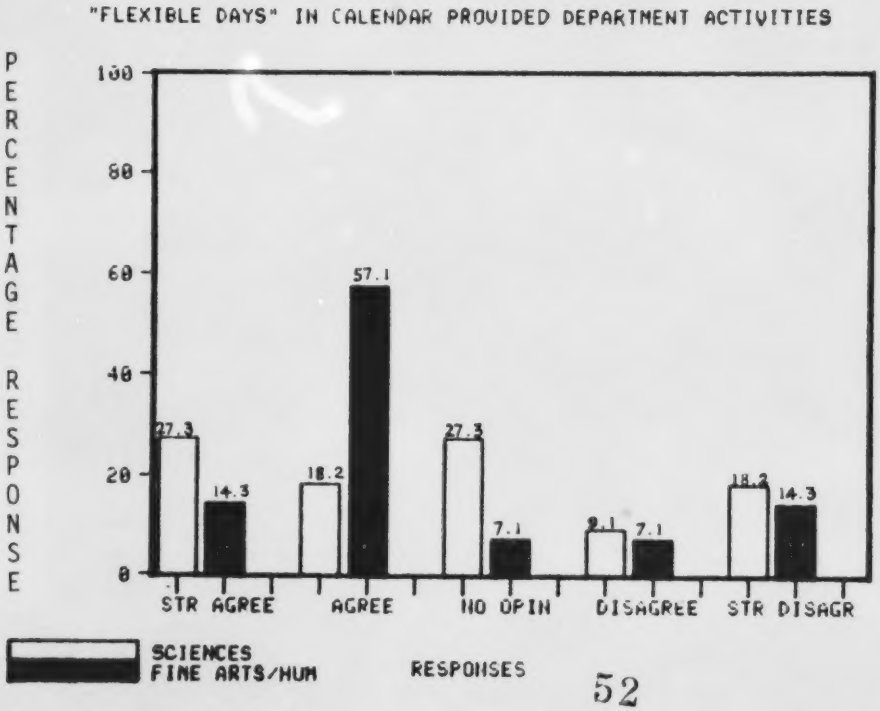
FACULTY RESPONSES
BY ACADEMIC DISCIPLINE

15. (b) The use of 15 "Flexible Days" in the college calendar provided department/division-wide activities of benefit to me.

Liberal Arts-Business

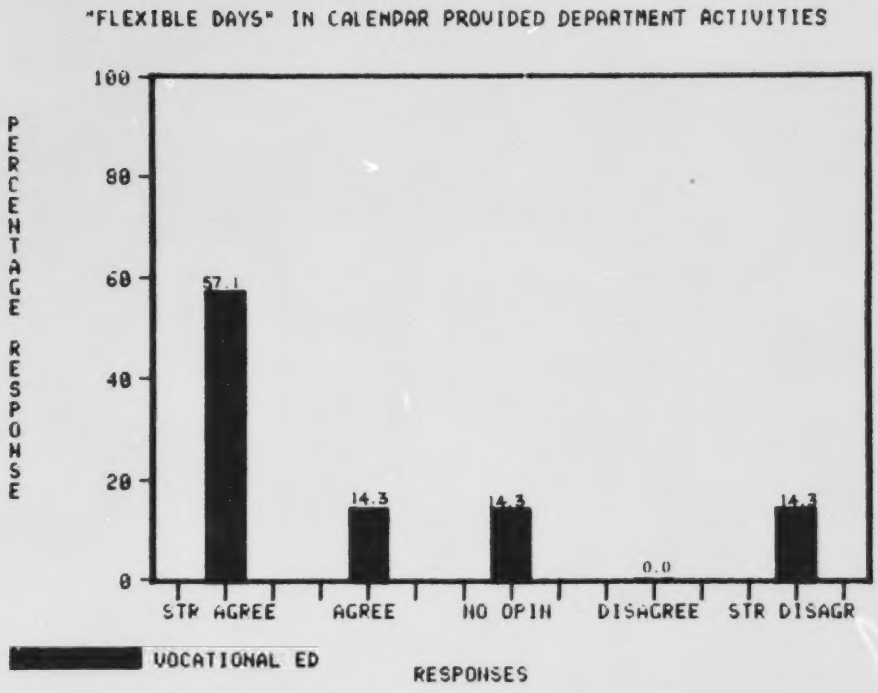


Sciences-Fine Arts/Humanities



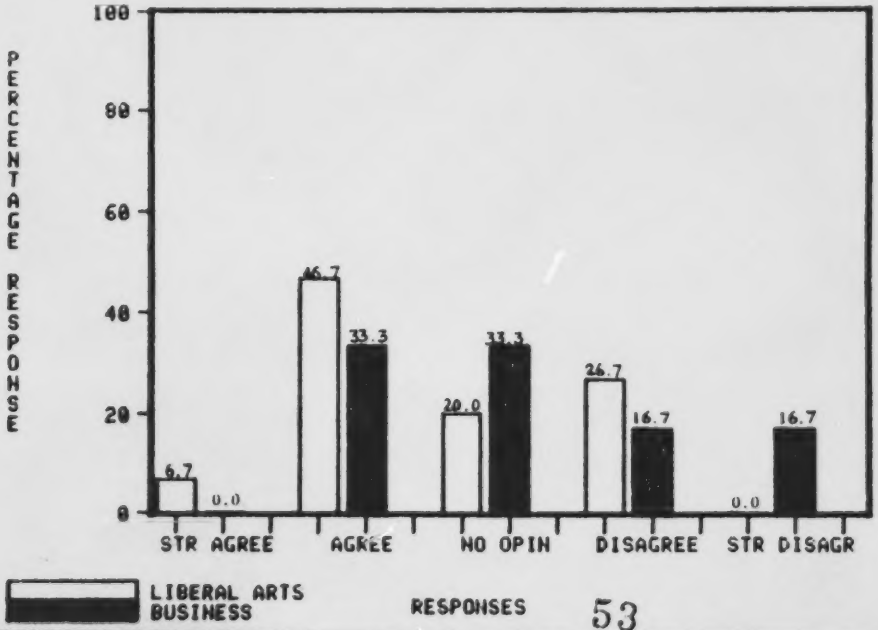
FACULTY RESPONSES
BY ACADEMIC DISCIPLINE

Vocational Education



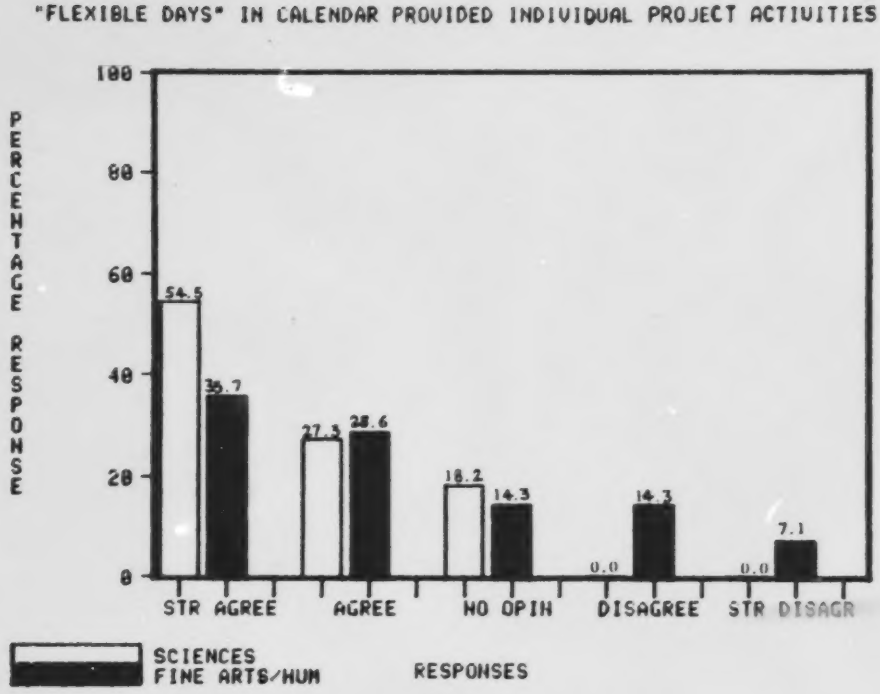
15. (c) The use of 15 "Flexible Days" in the college calendar provided individual project activities of benefit to me.

Liberal Arts-Business

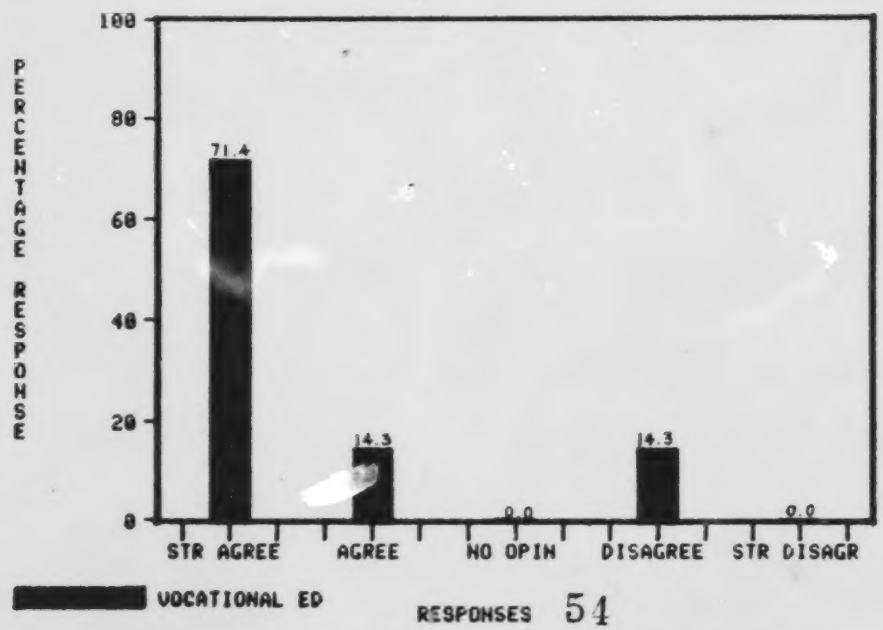


FACULTY RESPONSES
BY ACADEMIC DISCIPLINE

Sciences-Fine Arts/Humanities



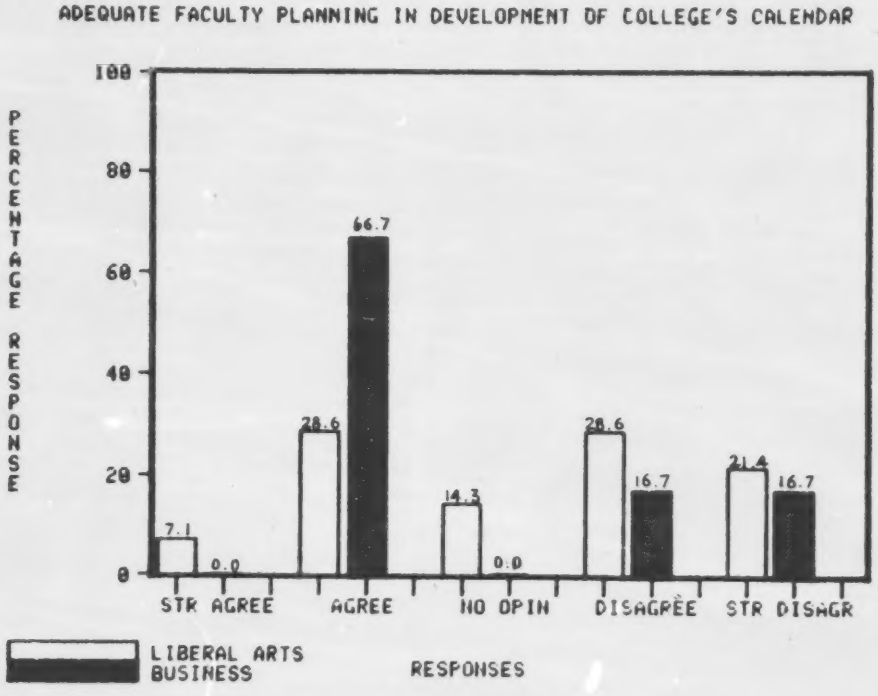
Vocational Education



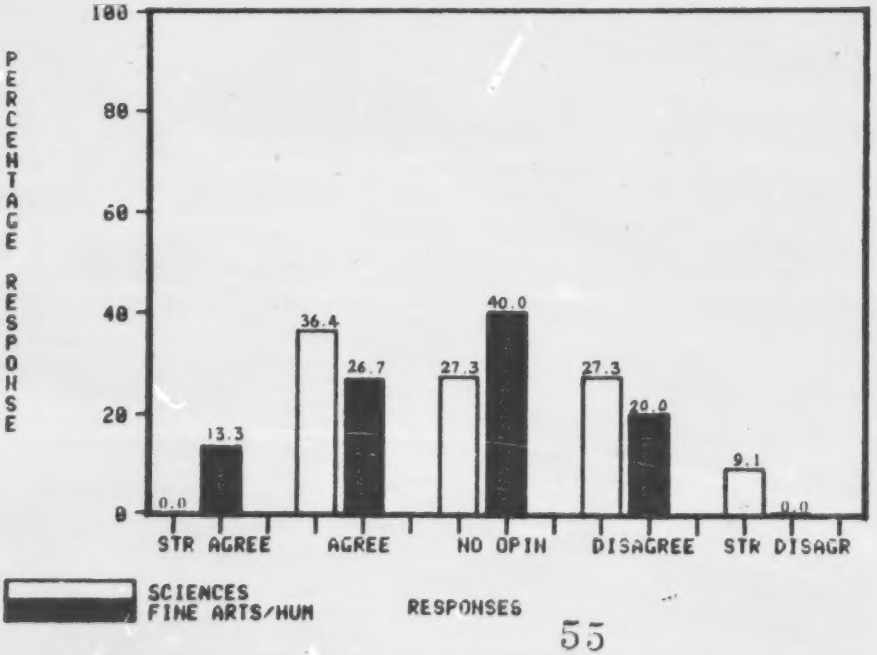
FACULTY RESPONSES
BY ACADEMIC DISCIPLINE

16. (a) There was adequate faculty planning in the development of the college's academic calendar.

Liberal Arts-Business

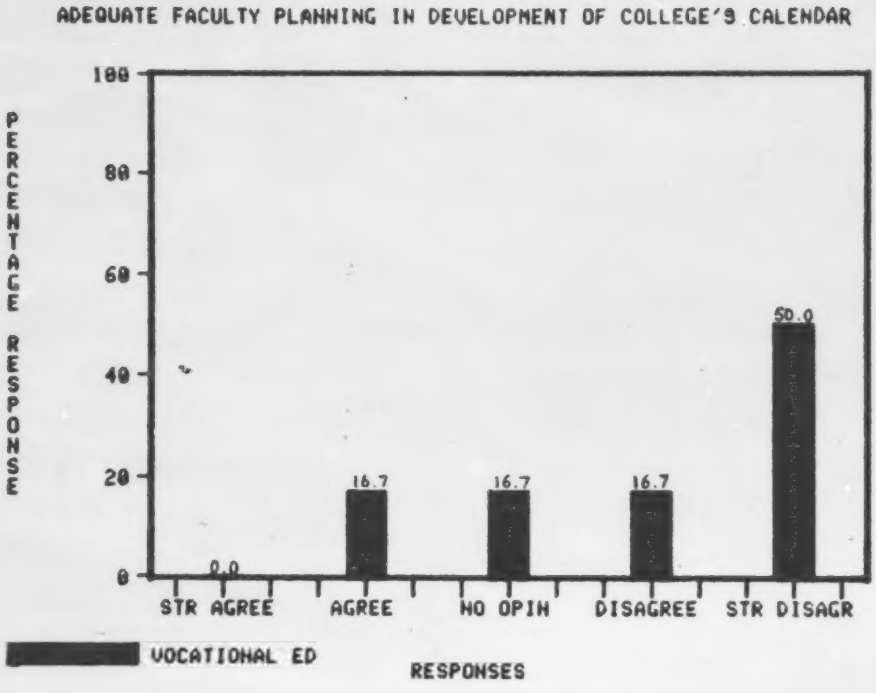


Sciences-Fine Arts/Humanities



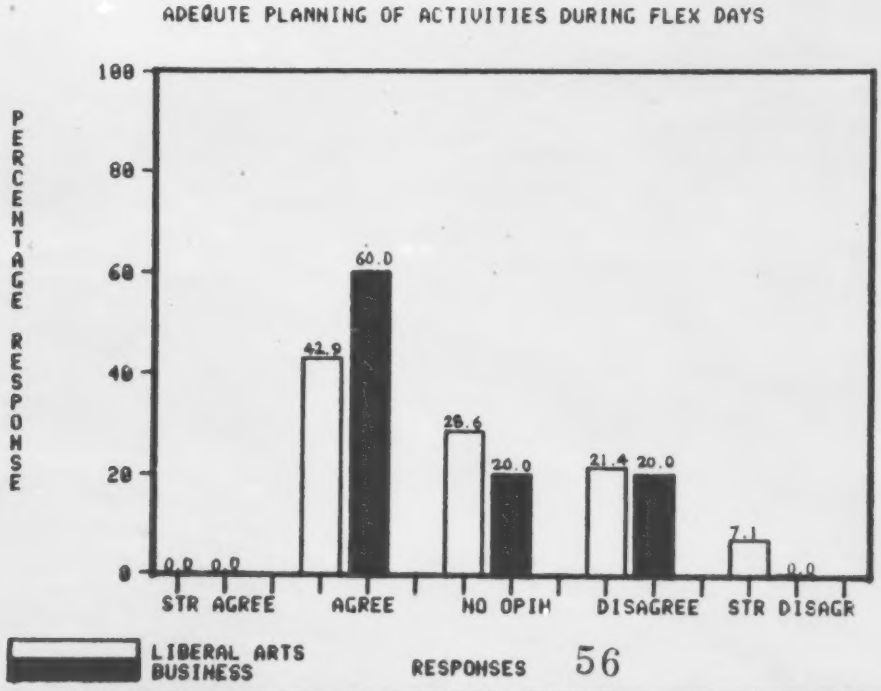
FACULTY RESPONSES
BY ACADEMIC DISCIPLINE

Vocational Education



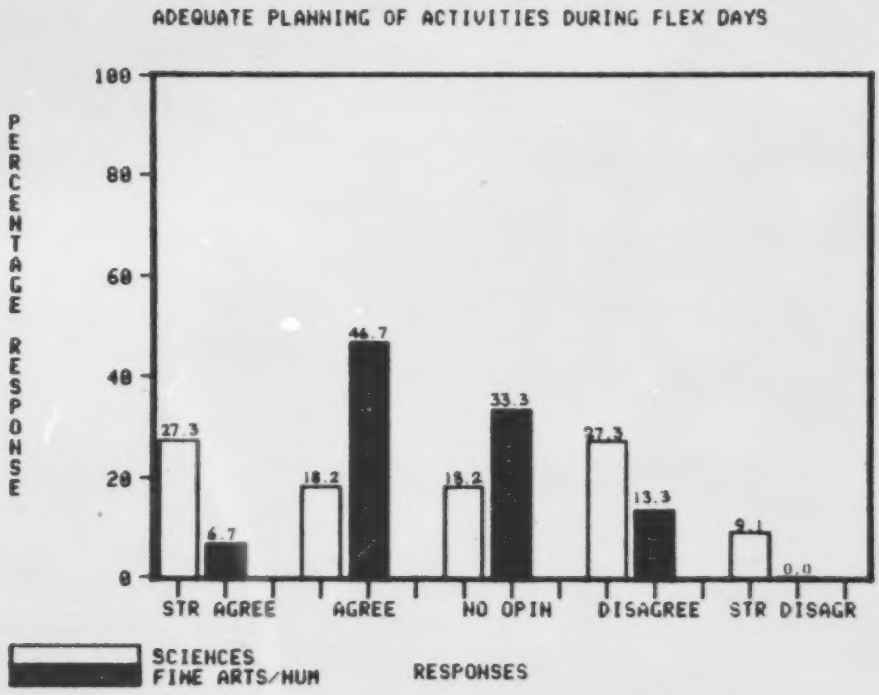
16. (b) There was adequate faculty planning in the development of activities during the "Flexible Days".

Liberal Arts-Business

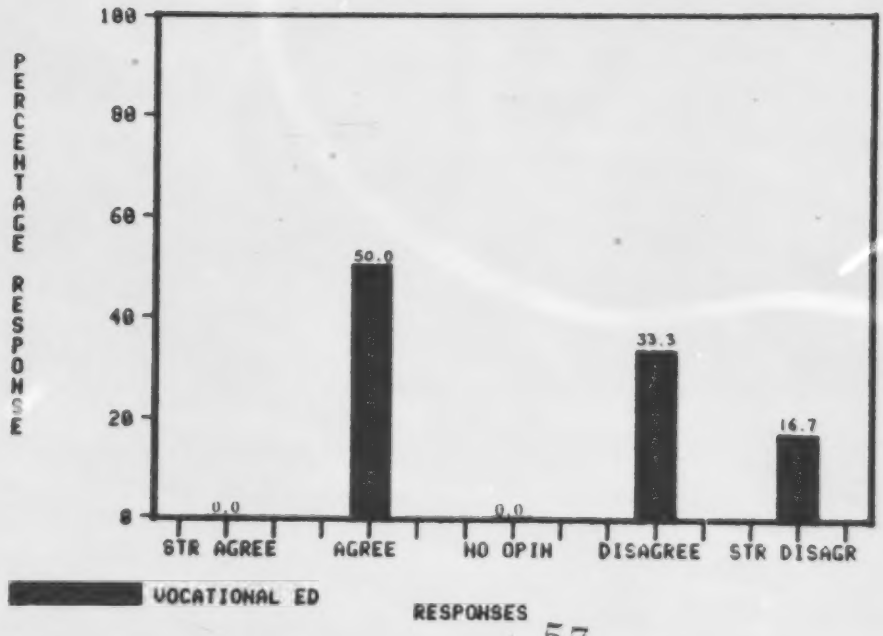


FACULTY RESPONSES
BY ACADEMIC DISCIPLINE

Sciences-Fine Arts/Humanities



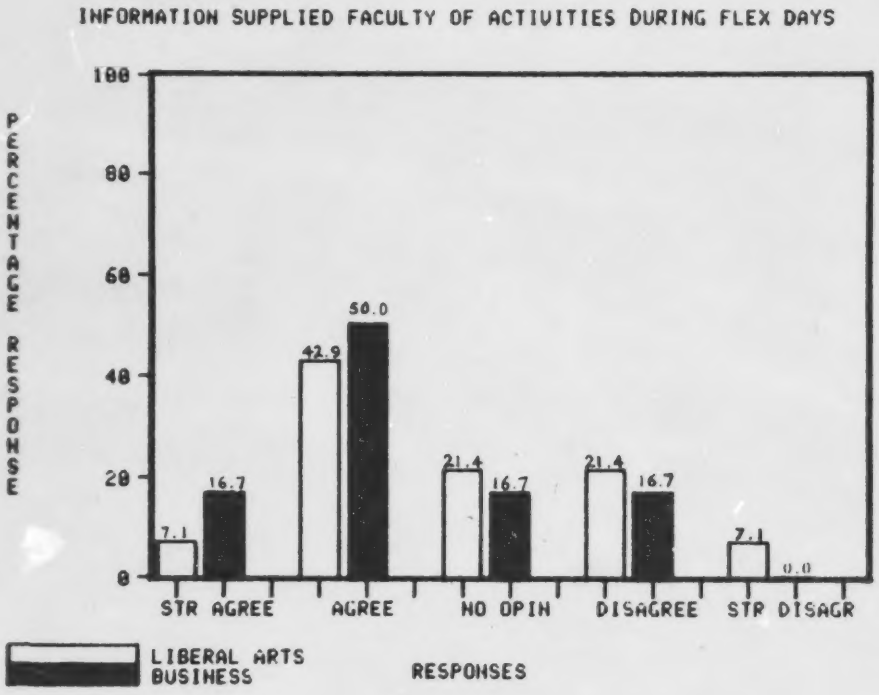
Vocational Education



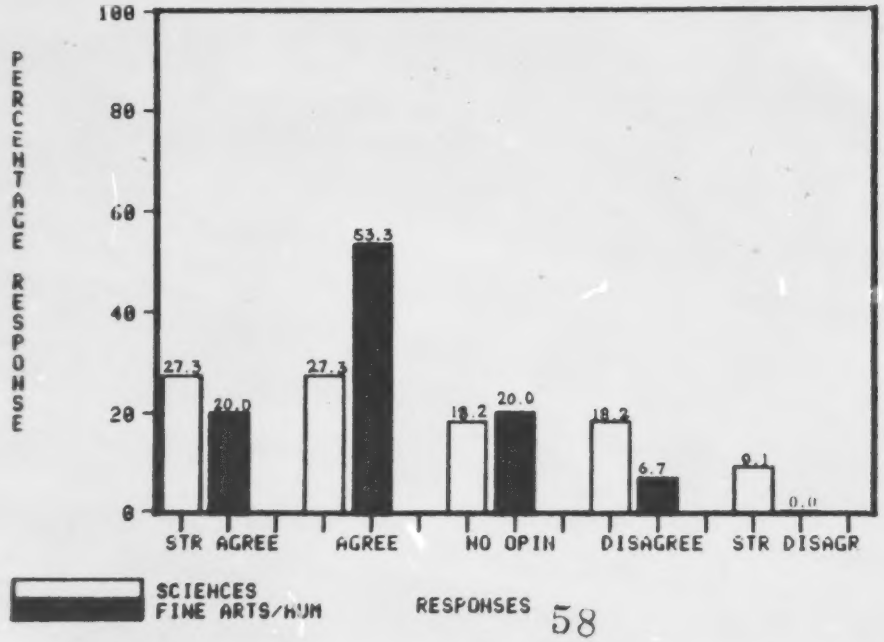
FACULTY RESPONSES
BY ACADEMIC DISCIPLINE

17. There was sufficient information supplied to faculty concerning activities possible during the "Flexible Days".

Liberal Arts-Business

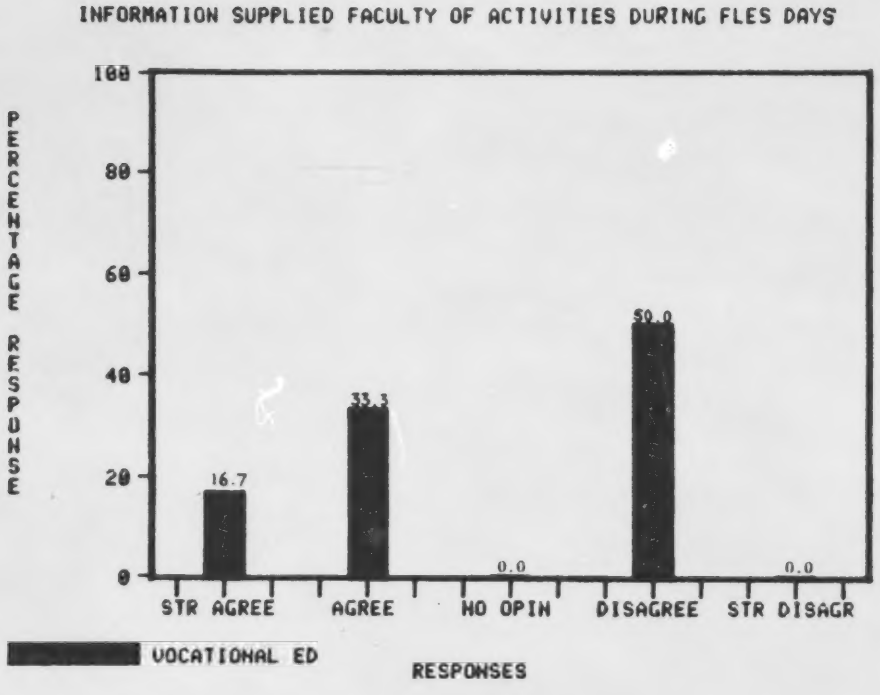


Sciences-Fine Arts/Humanities



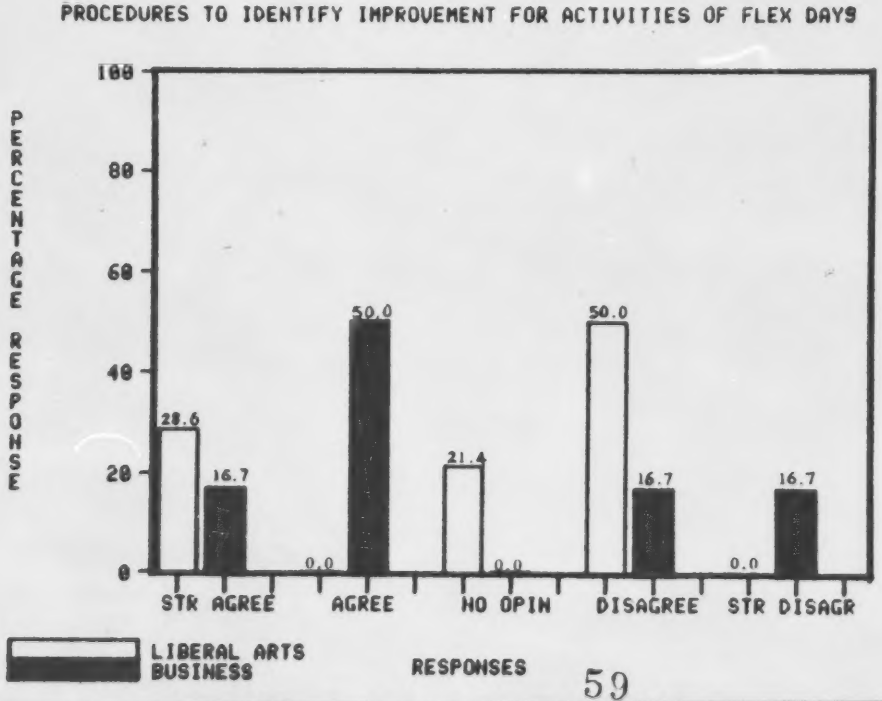
FACULTY RESPONSES
BY ACADEMIC DISCIPLINE

Vocational Education



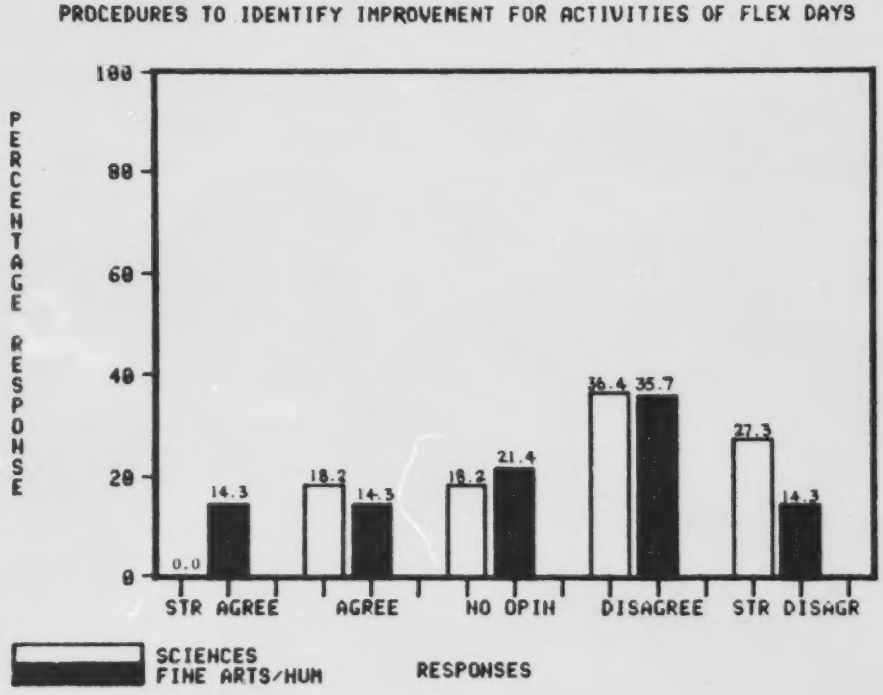
18. The procedures used to identify and account for my activities during the "Flexible Days" need improvement.

Liberal Arts-Business

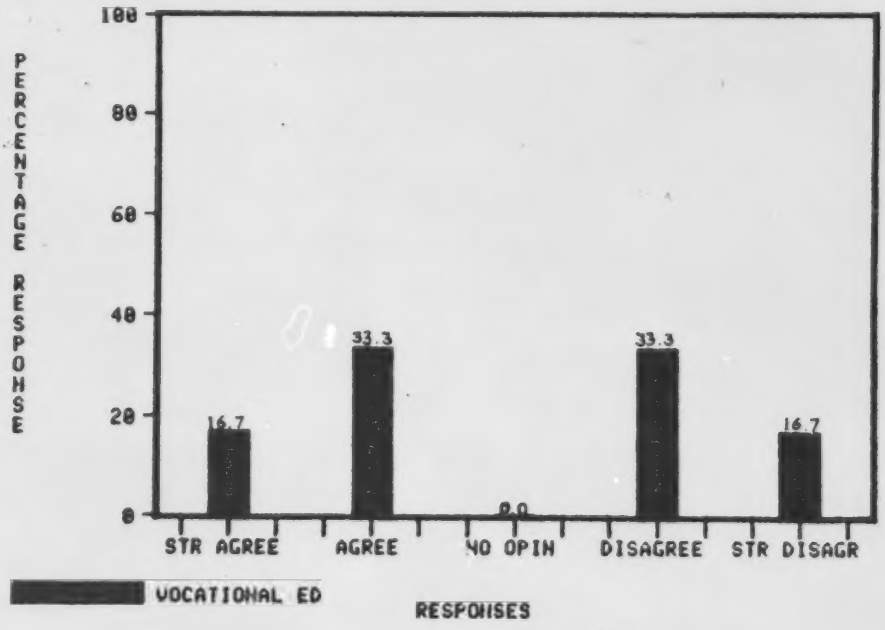


FACULTY RESPONSES
BY ACADEMIC DISCIPLINE

Sciences-Fine Arts/Humanities



Vocational Education



III. SECOND YEAR EVALUATION

FACULTY RESPONSES
BY ACADEMIC DISCIPLINE

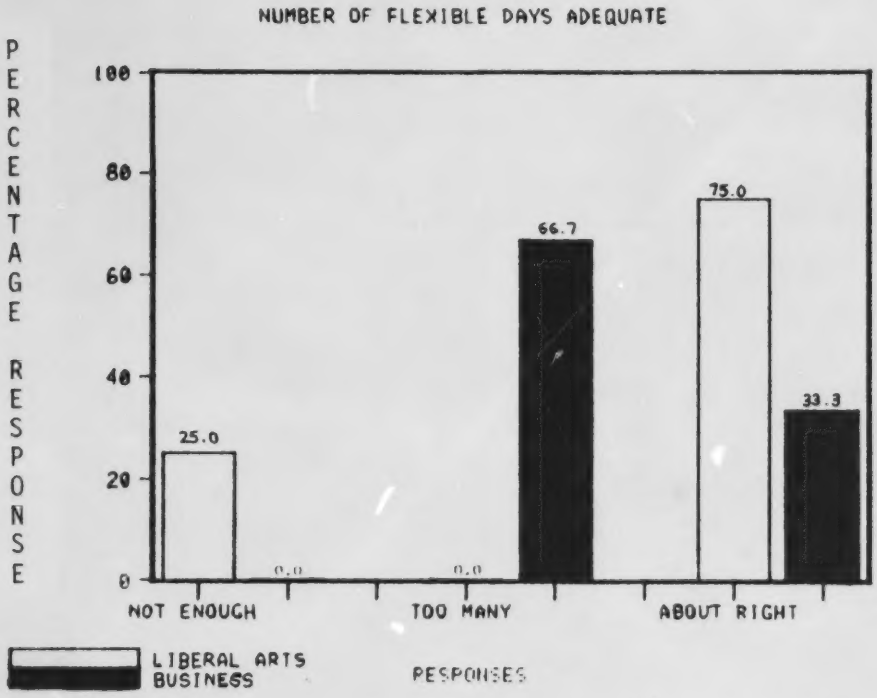
19. The 15 "Flexible Days" were most beneficial for me in the three areas of:

	First Response	Second Response	Third Response
A. major redesign of course(s)	6	2	
B. new course/program development	12	1	2
C. updating of course content	10	3	5
D. developing new instructional materials for use in classroom	3	14	3
E. developing new instructional materials for use in Learning Resource Center	1		3
F. developing new materials for use in course/program evaluation	1	1	
G. exploring alternative instructional methods	2	6	5
H. field visits to other college programs	3	2	1
I. field visits to sites related to my program area	1	3	3
J. college meetings, conferences		2	1
K. department/division meetings or conferences	2	3	1
L. in-service training workshops at the college	5	5	2
M. professional conferences or workshops	2	4	1
N. student advising		4	3
O. subject area research		2	6
P. institutional research			
Q. review of library holdings		1	1
P. assessement of community needs and preferences			
S. developing short-term courses	4	2	2
T. relief from classroom routine			4
U. broadening professional contact	3		4
V. other			2

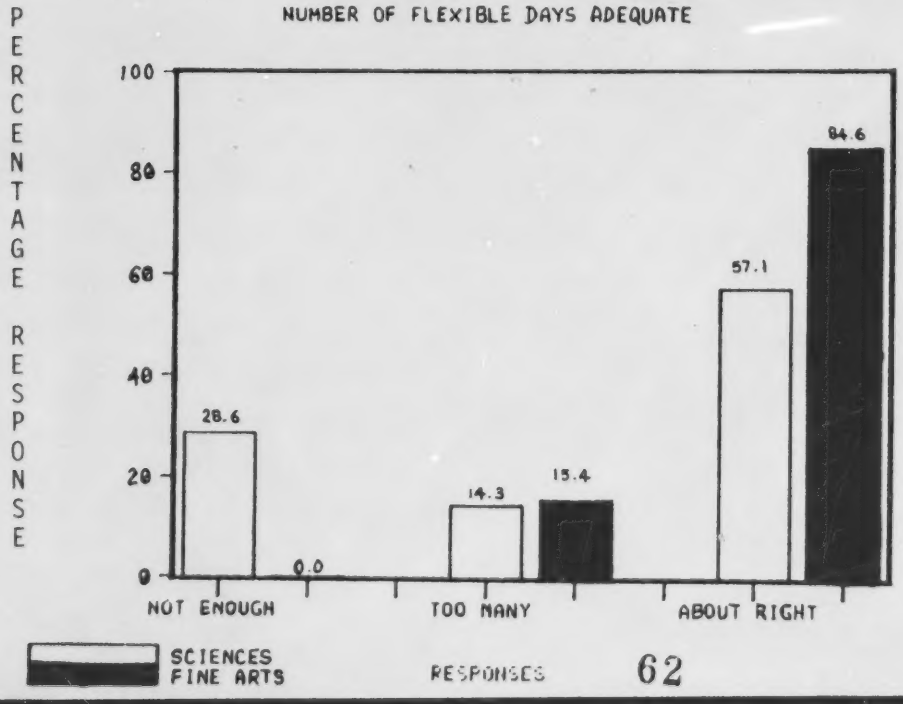
FACULTY RESPONSES
BY ACADEMIC DISCIPLINE

20. The 15 "Flexible Days" devoted to non-instructional activities during the current academic year are: a) not enough; b) too many; c) just about right.

Liberal Arts-Business

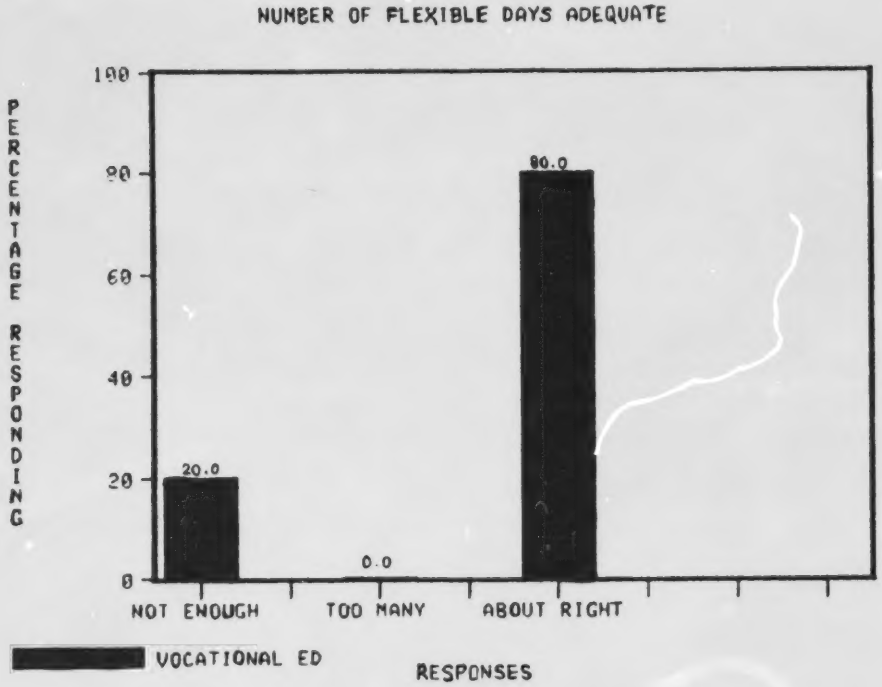


Sciences-Fine Arts/Humanities



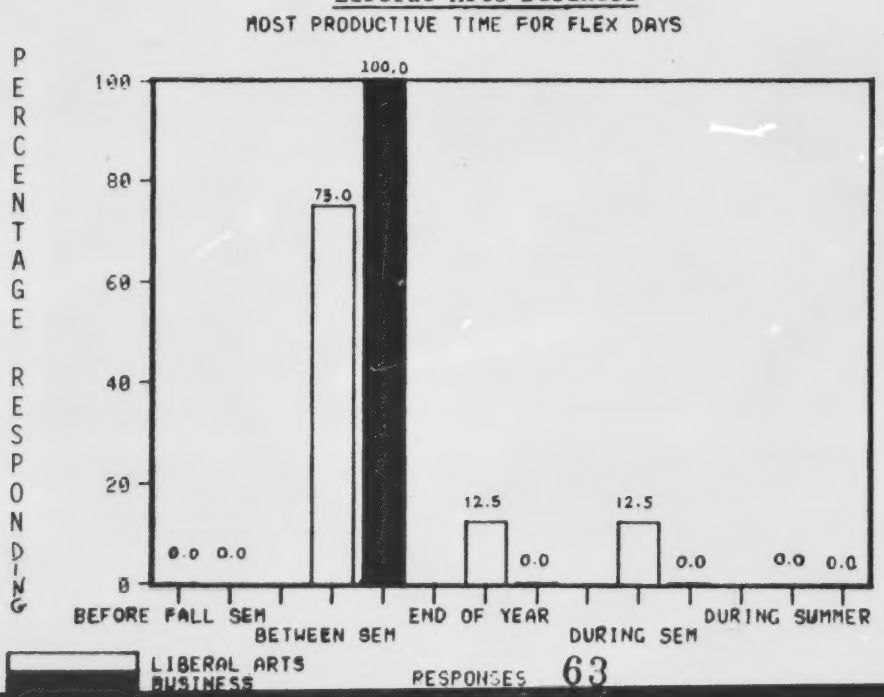
FACULTY RESPONSES
BY ACADEMIC DISCIPLINE

Vocational Education



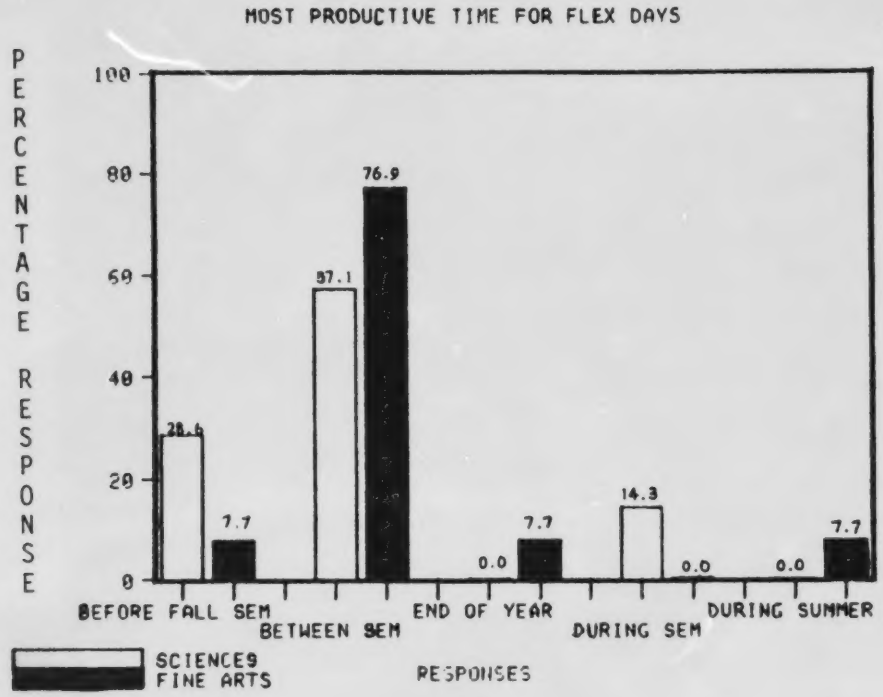
21. The most productive time for scheduling the non-instructional days is:
    a) immediately prior to the fall semester;
    b) in January, between the two semesters;
    c) at the end of the academic year;
    d) during the fall or spring semester;
    e) during summer.

Liberal Arts-Business

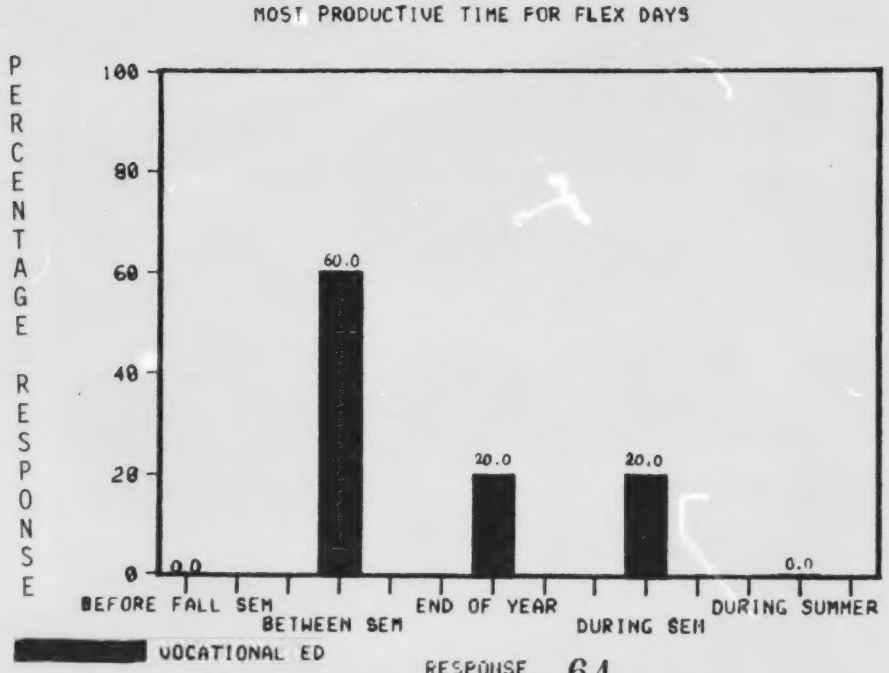


FACULTY RESPONSES
BY ACADEMIC DISCIPLINE

Sciences-Fine Arts/Humanities



Vocational Education



ADMINISTRATIVE SURVEY
FLEXIBLE CALENDAR PILOT PROJECT

SELECT THE RESPONSE THAT BEST INDICATES YOUR REACTION TO EACH OF THE FOLLOWING STATEMENTS

A.	Strongly Agree
B.	Agree
C.	No Opinion
D.	Disagree
E.	Strongly Disagree

1. The early semester calendar has facilitated student articulation from high school to college. ____

2. The early semester calendar has facilitated student articulation to four-year institutions. ____

3. Eliminating the need to continue the fall semester after the Christmas vacation is a positive feature of the early start calendar. ____

5. The use of 15 "Flexible Days" in the current college calendar:
   (a) provided time for staff development opportunities not available to faculty in prior years; ____

   (b) improved college communication between faculy and administration; ____

   (c) improved college communication between faculty and support staff ____

6. There was adequate faculty planning in the development of:
   (a) the college academic calendar;

   (b) activities during the "Flexible Days" ____

7. There was sufficient information supplied to faculty concerning activities possible during the "Flexible Days". ____

8. The "Flexible Days" were utilized effectively by faculty with beneficial results. ____

9. The "Flexible Days" poses a serious problem of faculty Accountability. ____

10. It is important that "Flexible Days" activities include: ____
   (a) part-time faculty ____
   (b) administrators
   (c) support staff ____

11. The 15 days devoted to "Flexible Days" activities during the current calendar year are: ____

A. Strongly Agree
B. Agree
C. No Opinion
D. Disagree
E. Strongly Disagree

A. Not Enough
B. Too many
C. Just About Right

COMMENTS:

Advantages of the Flexible Calendar:

Disadvantages of the Flexible Calendar:

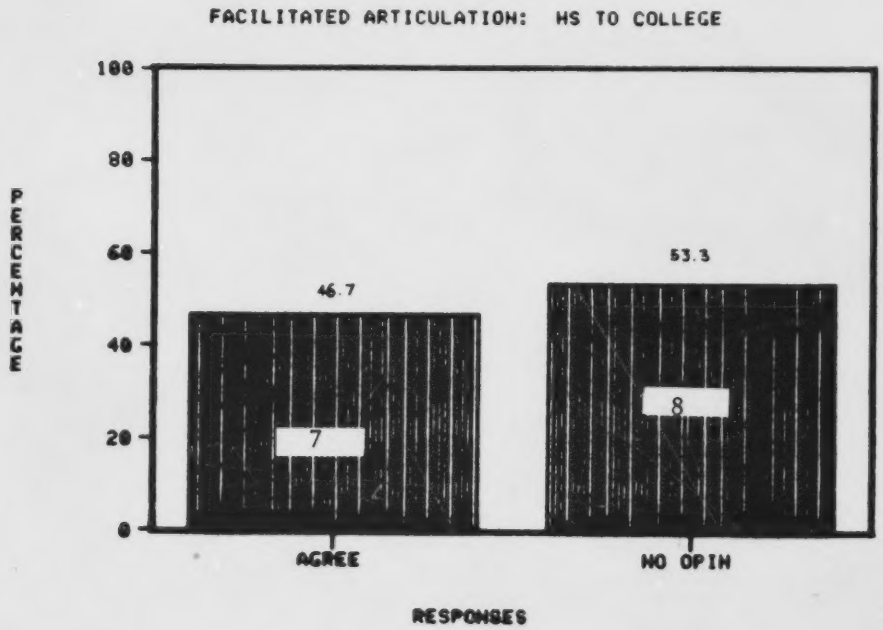
Suggestions for Improvement:

ADMINISTRATIVE RESPONSES

Total Administrative Staff Responding: 15

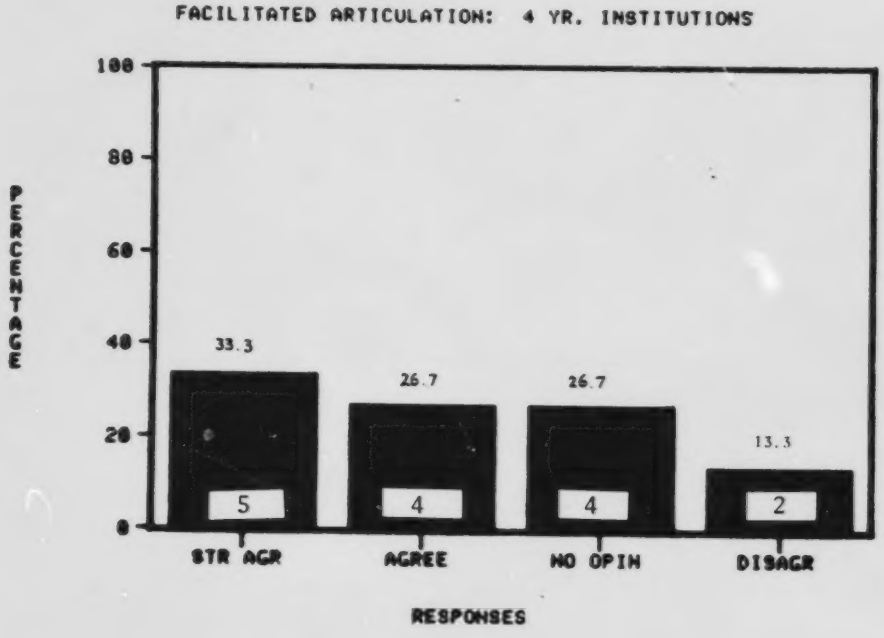
Categories of response are graphically displayed by percentage of total respondent choosing each category. The actual number of respondents choosing each category is shown in the boxed number found on each bar of the graph:

1. The early semester calendar has facilitated student articulation from high school to college.

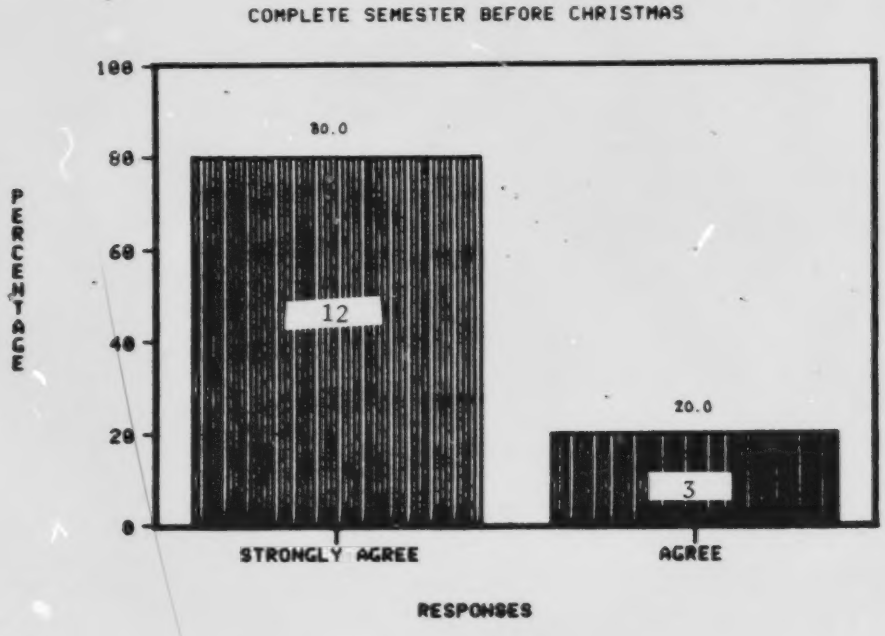


ADMINISTRATIVE RESPONSES

2. The early semester calendar has facilitated student articulation to four-year institutions.

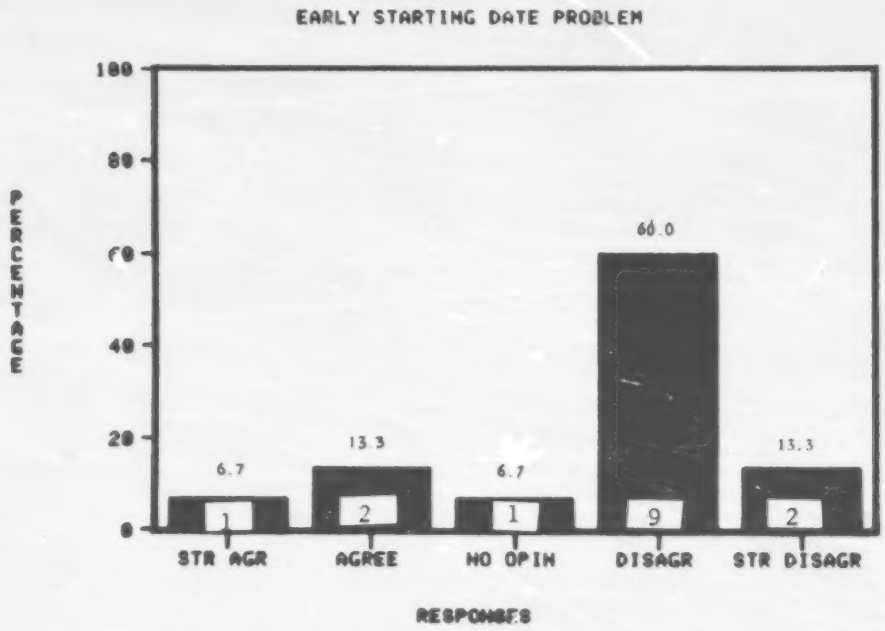


3. Eliminating the need to continue the fall semester after the Christmas vacation is a positive feature of the early start calendar.

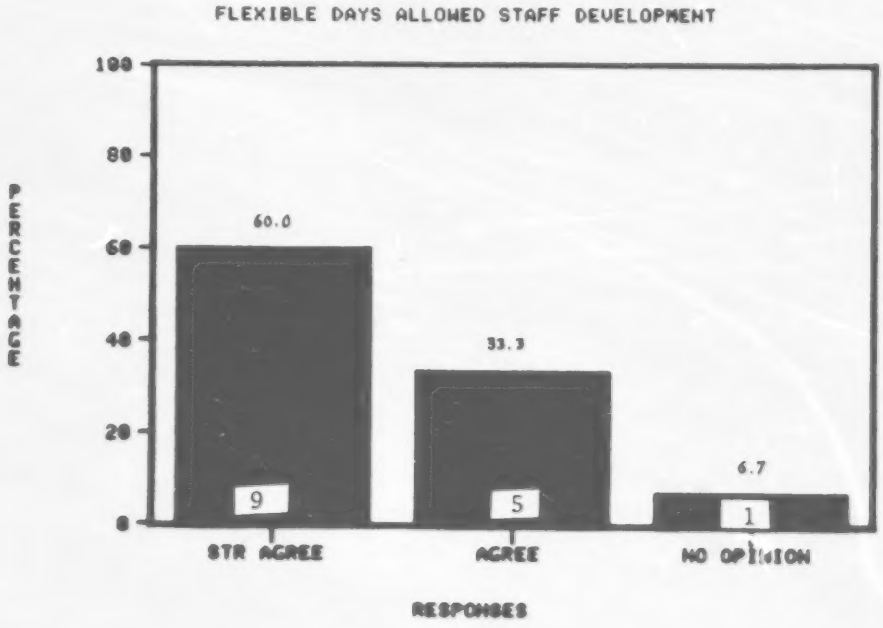


ADMINISTRATIVE RESPONSES

4. The early starting date for instruction during the fall term is a significant problem.

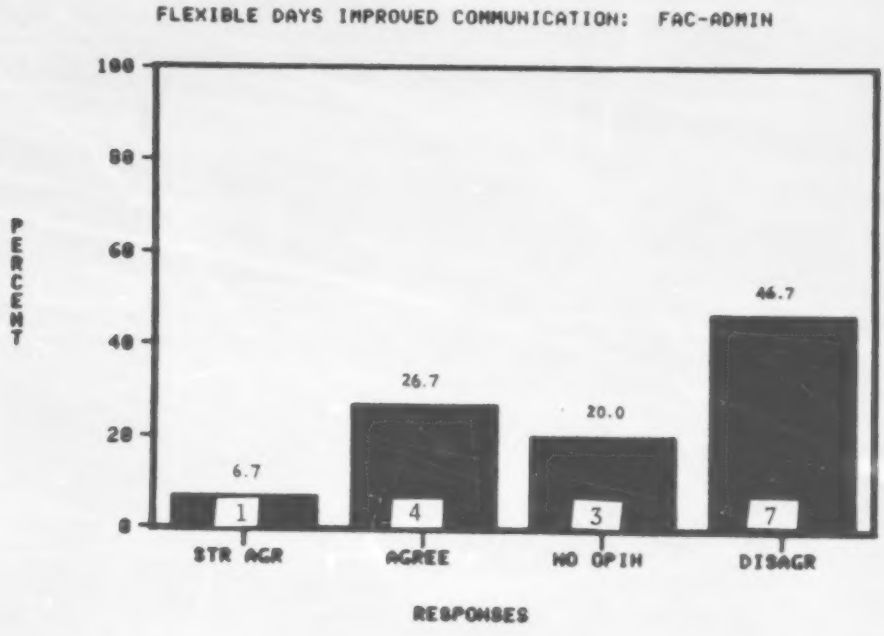


5. The use of 15 "flexible days" in the current college calendar provided time for staff development opportunities not available to faculty in prior years.

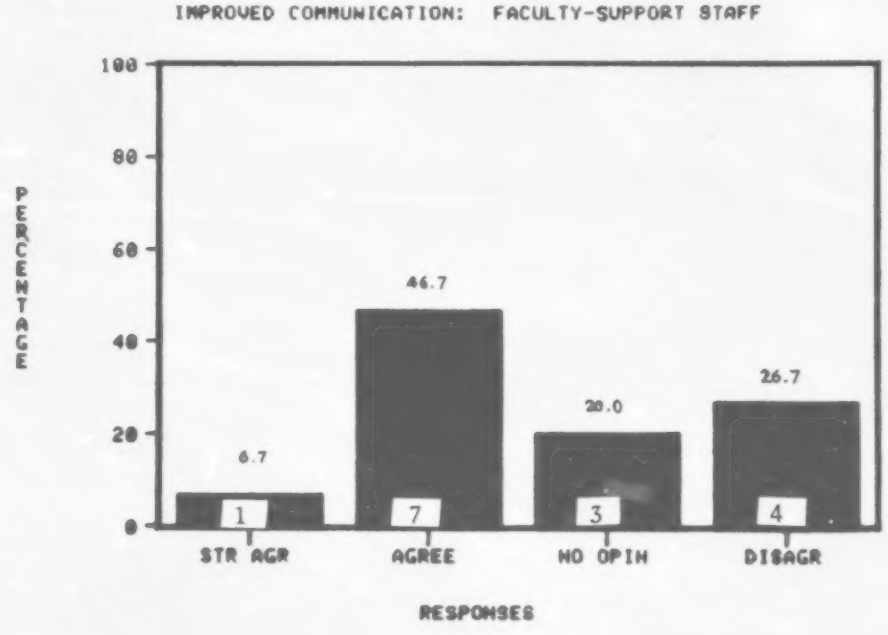


ADMINISTRATIVE RESPONSES

6. The use of 15 "flexible days" in the current college calendar improved college communication between faculty and administration.

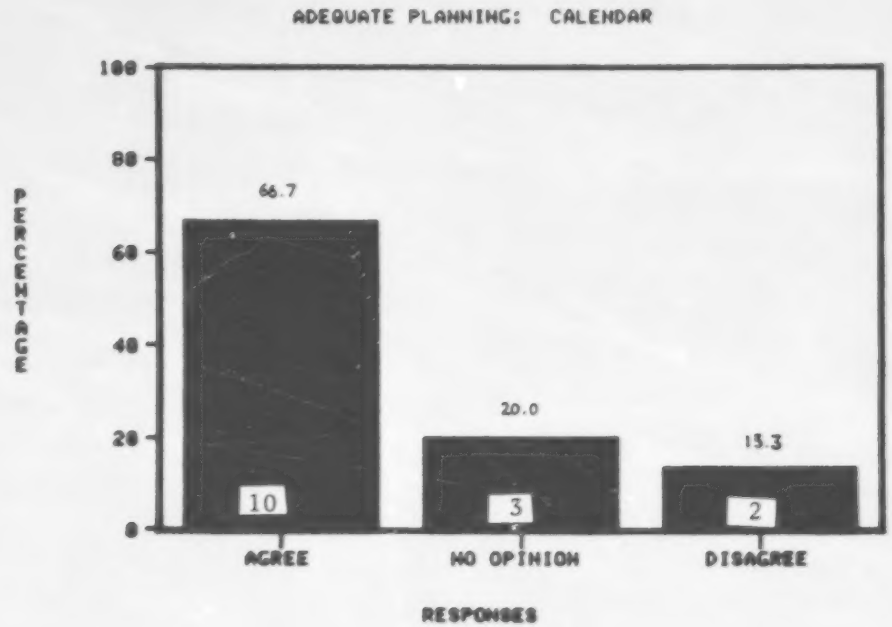


7. The use of 15 "flexible days" in the current college calendar improved college communication tetween faculty and support staff.

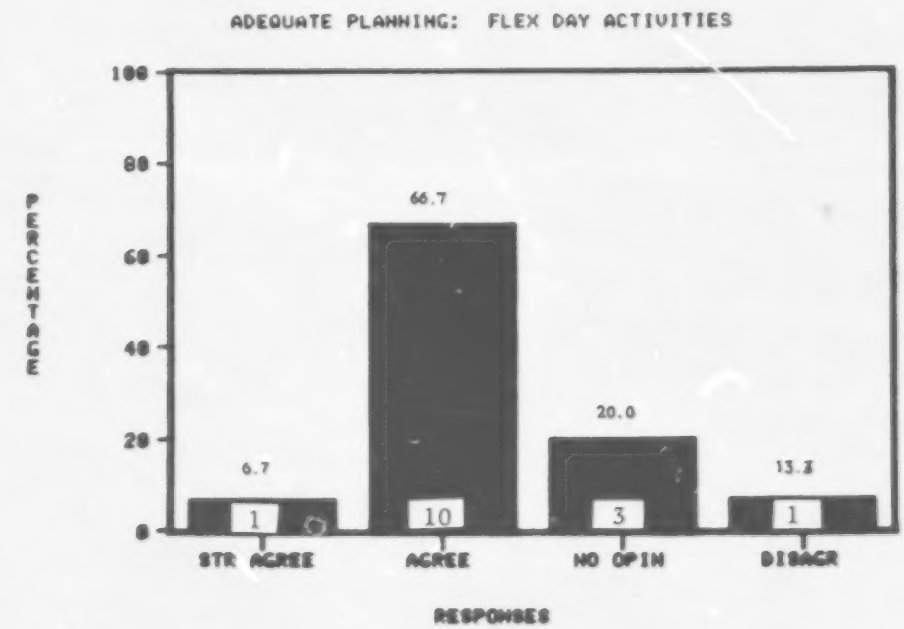


ADMINISTATIVE RESPONSES

8. There was adequate faculty planning in the development of the college academic calendar.

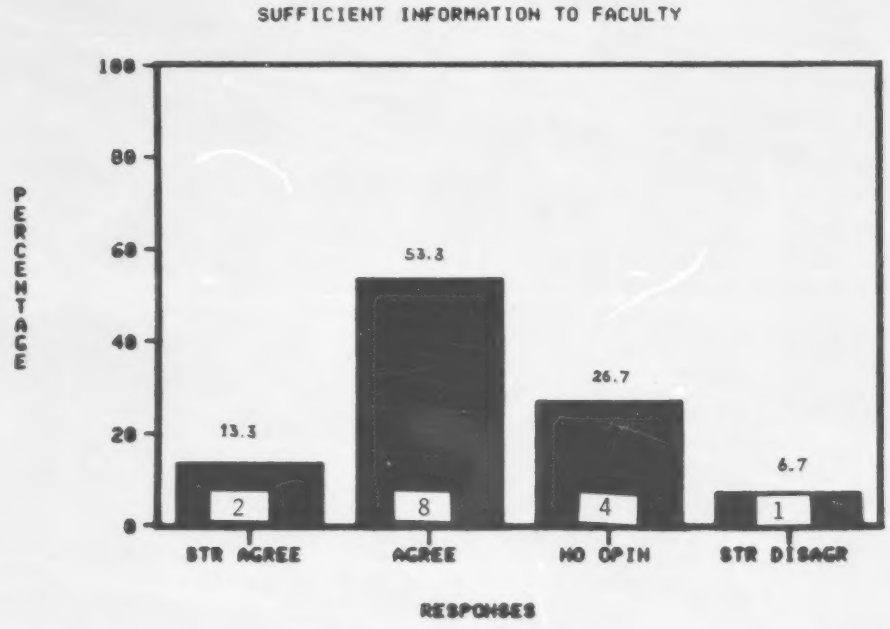


9. There was adequate faculty planning in the development of activities during the "flexible days".

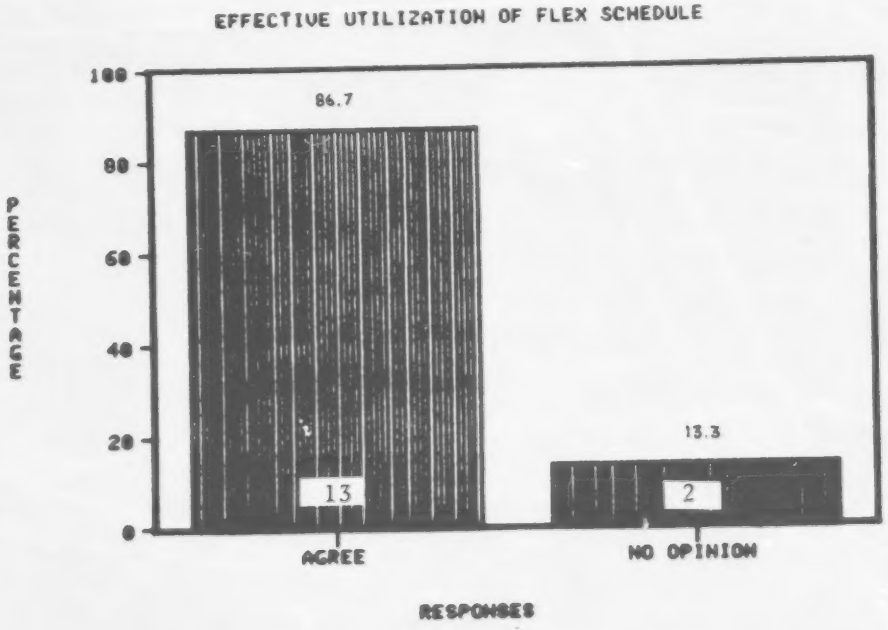


ADMINISTRATIVE RESPONSES

10. There was sufficient information supplied to faculty concerning activities possible during the "flexible days".

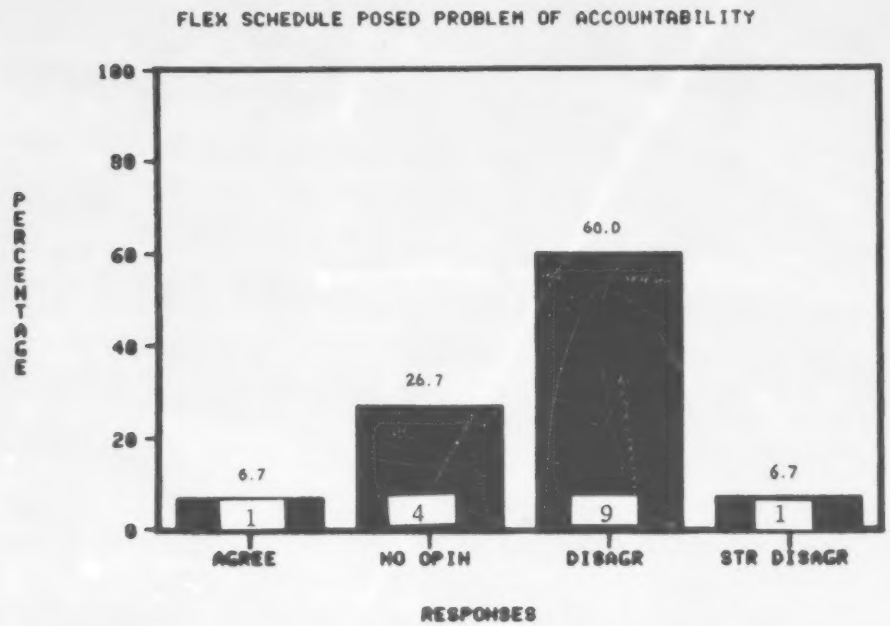


11. The "flexible days" were utilized effectively by faculty with beneficial results.

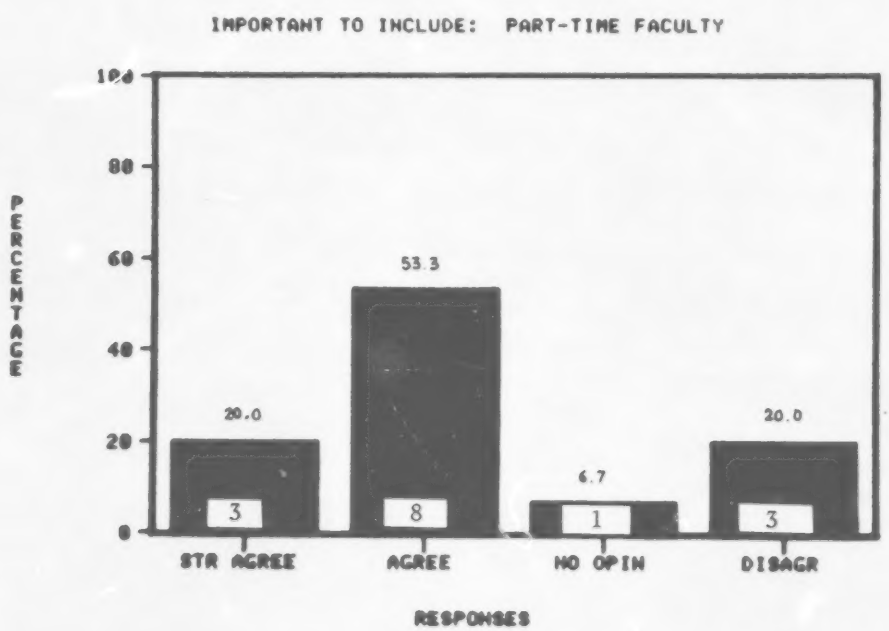


ADMINISTRATIVE RESPONSES

12. The "flexible days" poses a serious problem of faculty accountability.

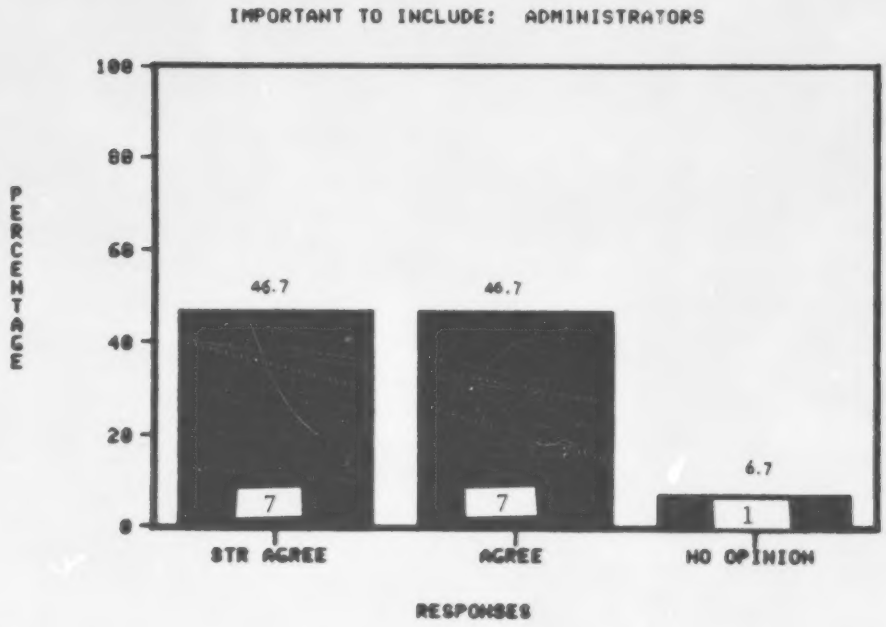


13. It is important that "flexible days" activities include: Part-time Faculty

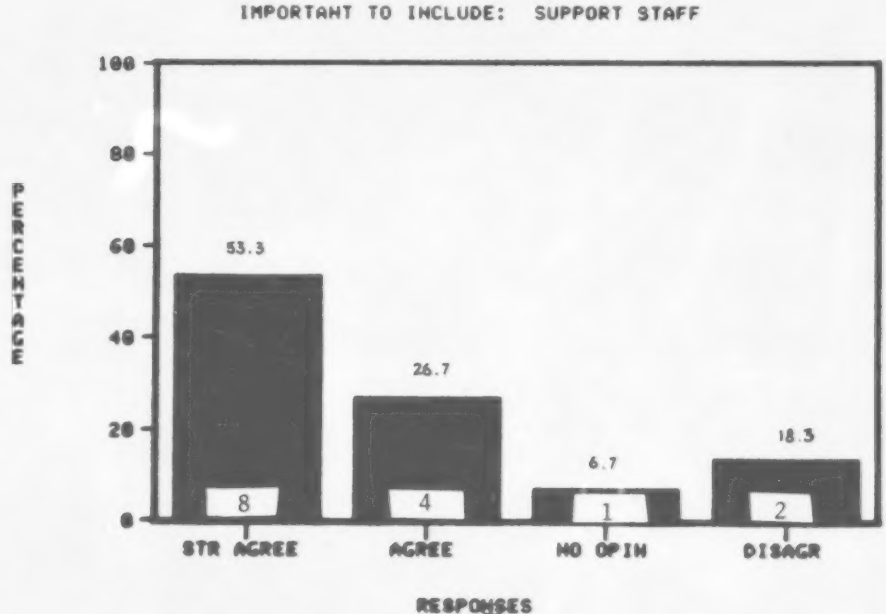


ADMINSTRATIVE RESPONSES

14. It is important that "flexible days" activities include: Administrators.

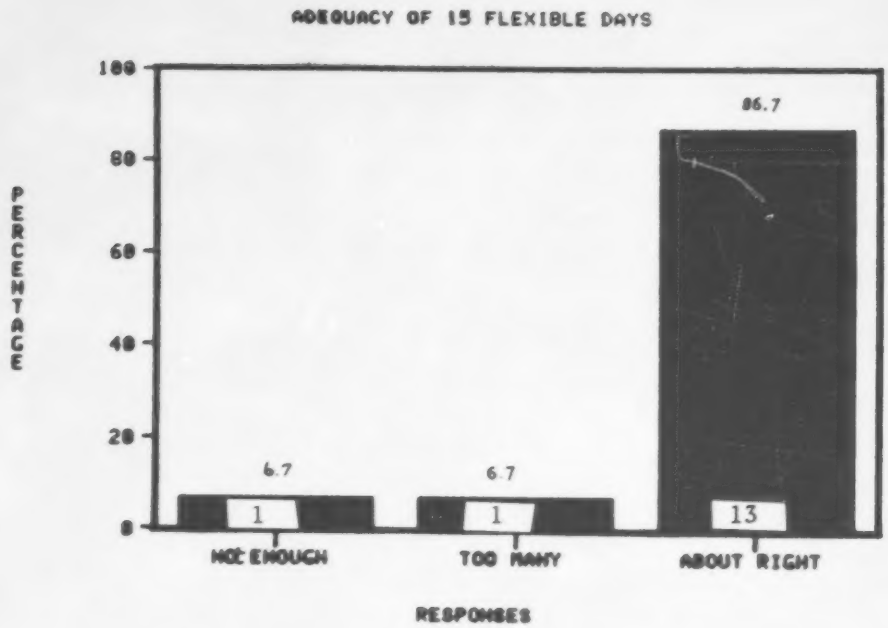


15. It is important that "flexible days" activities include: Support Staff.



ADMINISTRATIVE RESPONSES

16. The 15 days devoted to "flexible days" activities during the current academic year are:



INTERSESSION '78'

INSTRUCTIONAL ACTIVITIES: COURSES

During the Intersession, 51% of the faculty taught one or more of the 57 courses offered.

BUSINESS, COMMUNICATION, & RELATED TECHNOLOGY

Accounting 71, Personal Income Tax Procedures
Comm. Media I-1, Video Art
Env. Design I-1, Architectural Tour of California
Env. Design I-3, Intro. to Solar Collector Construction
Env. Design 6, Intro. to Drawing and Perspective
Journalism I-1, Feature and Creative Writing
Management I-1, Supervision
Photography I-1, Amateur Filmmaking Workshop
Secretarial Practice I-1, Personal Typewriting
Secretarial Practice I-2, Speed Building for Typewriting
Secretarial Practice I-3, Office Procedures

HUMANITIES, SOCIAL SCIENCES

Art 17AB, Painting
English I-25, Studies in Literature: Reading Poetry/Ernest Hemingway
English 70, Reading for Speed
French I-1, Language and Culture of French Speaking Countries
History I-2, Black Women in American History
History I-5, Soviet Union: Past and Present
Humanities I-2, Medieval Humanities
Music I-2, Music Ear Training
Music 21, Chamber Singers
Music 30A, Beginning Piano
Philosophy I-1, Decision Making
Pol. Sci. I-1, California Government & Politics
Soc. Sci. 50, Basic Study Skills in the Social Sciences
Sociology I-2, Sociology of Sports
Sociology 40, Directed Studies in Sociology
Spanish I-2, Language and Culture of Latin America
Theatre Arts I-2, Play Production

PHYS. EDUCATION, ATHL. & RECREATION

P.E. I-1, Sociology of Sports
P.E.C. I-1, Beginning/Intermediate Badminton
P.E.C. I-2, Body Fitness
P.E.C. I-3, Beginning/Intermediate Bowling
P.E.C. I-6, Nordic Skiing
P.E.C. I-7, Coed Advanced Tennis
P.E.C. I-8, Volleyball
P.E.C. 12AB, Beginning/Intermediate Skiing
P.E.M. I-1, Intermediate Baseball
P.E.M. I-2, Track and Field
P.E.M. I-5, Intercollegiate Golf
P.E.M. I-9, Intercollegiate Track and Field
P.E.W. I-3, Intercollegiate Gymnastics

INSTRUCTIONAL ACTIVITIES: COURSES - continued

SCIENCES, AGRICULTURE, & RELATED TECHNOLOGY

Agri. Bus. 90A, Selected Principles in Plant Production
Agri. Bus. 90G, Principles of Agri Mechanics
Animal Health Tech. I-1, Animal Handling
Auto. Mech. Tech. 92C, Charging System Service
Auto. Mech. Tech. 92D, Ignition System Service
Auto. Mech. Tech. 92G, Air Conditioning Service
Biology I-1, Perspectives in Ecology
Chemistry I-1, Instruments in Chemistry
Family & Consumer Science I-1, Consumer Fashion Sense
Mathematics I-4, Solving Word Problems in Algebra
Mathematics I-5, Plane Analytical Geometry
Mathematics 50, Basic Arithmetic

INSTRUCTIONAL ACTIVITIES: ENROLLMENT DATA

Courses/Sections Offered	*57*
Total Student Enrollment	*860*
Continuing & Returning Student Enrollment	*541*
New (first time) Enrollment	*81*
Withdrawal - No Shows	*238*

STAFF DEVELOPMENT ACTIVITIES

During the Intersession, 47% of the faculty and staff were participants in one or more of the scheduled staff development activities. The activities included short courses, workshops, seminars, sport clinics, field trips and working sessions.

The Intersession '78 staff development calendar is reproduced on the following page. It should be stated that some of the activities were cancelled and others had poor attendance. The faculty and staff comments on the evaluation forms indicate that some persons thought that too many activities were offered. (see Faculty/ Staff Evaluation)

INTERSESSION '78'

STAFF DEVELOPMENT JANUARY 9-27

Monday, January 9

P. C. FONTANOZA
H. L. HARRIS
"Grantsmanship: An Overview"
TIME: 10-12:00 LOC: BS-120
Media Workshop
9:00 a.m.-10:00 a.m.
Resource Center
LEONARD "DUKE" DAVIS,
Facilitator, "Skills Development
Workshop: Reading & Writing"
TIME: 2-4:00 LOC: BS-128
Films:
10:00 a.m.-2:00 p.m.
L-105

Tuesday, January 10

BARRY TUCKER, Counseling
Marriage/Sexuality Workshop
TIME: 12:05 LOC: L-111 Forum
Los Rios Dist. Office Staff,
P. C. FONTANOZA
H. L. HARRIS
"Grantsmanship: An Overview"
TIME: 2-4:00 LOC: BS-128
Media Workshop
9:00 a.m. - 10:00 a.m.
Resource Center
L-105/BS-128

Wednesday, January 11

BARRY TUCKER
"Career Motivation Workshop"
TIME: 9-4:00 LOC: Pres. Conf. Room
Media Workshop
9:00 a.m. - 10:00 a.m.
Resource Center
RON SCHMIDT, Los Rios Dist. Master Plan
"Gallup Poll Survey and Possible Implications"
TIME: 2-4:00 LOC: BS-128
Films:
10:00 a.m. - 2:00 p.m. L-105

Thursday, January 12

HEALTH: EPILEPSY:
Linda Solarek -- Discussion --
Problem with acceptance by non-medical
people. Need for information.
TIME: 9-4:00 LOC: BS-148
Tennis Instructional Workshop
ARCHIE DUNSMOOR
TIME: 2-5:00 LOC: CRC Courts
Media Workshop
9:00 a.m. - 10:00 a.m.
Resource Center
Films:
10:00 a.m. - 2:00 p.m.

Friday, January 13

BRUCE WERNER
Racquet Ball Workshop:
TIME: 9-12
LOC: Wall Street Facility, Bradshaw Road
SYLVIA SPENCER
Instructor, CSUS
"Students with Limitations"
TIME: 10-12 LOC: BS-148
Tennis Instructional Workshop
ARCHIE DUNSMOOR
TIME: 2-5 LOC: CRC Courts

Saturday, January 14

MARY BOLTON
"Skills Development Workshop"
TIME: 9:30 - 3:30
LOC: Capital Federal Savings & Loan Bld.,
Community Room, 6150 Florin Rd.

Monday, January 16

JANUARY 16, 17, & 18
TIME: 9:00 a.m. - 3:30 p.m.
LOC: L-105

Media Workshop
2:00 p.m. - 3:00 p.m.
Resource Center
Films:
10:00 a.m. - 2:00 p.m.
BS-128

Tuesday, January 17

Dr. Rita Johnson, Director
Dr. Stuart Johnson, Assoc. Director
HEALTH INSTRUCTION EXCHANGE:
"Modularized Instruction: A
Workshop for Preparing Individualized
Learning Modules"

Media Workshop
2:00 p.m. - 3:00 p.m.
Resource Center

Films:
10:00 a.m. - 2:00 p.m.
BS-128

Wednesday, January 18

FACULTY FORUM
H. House -- Solar Energy
TIME: 2-4:00 LOC: Library Gallery

Media Workshop
2:00 - 3:00 p.m.
Resource Center

Films:
10:00 a.m. - 2:00 p.m.
BS-128

Thursday, January 19

Howard L. Harris
Grants Proposals: Planning Process. A
"Brainstorming Session"
TIME: 9:30 - 12 LOC: BS-128
FACULTY SENATE MEETING
TIME: 3:15 LOC: Pres. Conf. Room

Media Workshop
2:00 - 3:00 p.m.
Resource Center

Films:
10:00 a.m. - 2:00 p.m.
L-105

Friday, January 20

RON TURNER
Rehabilitation Director
Visual Services Center
Sacramento Society for the Blind
"Students with Limitations"
TIME: 10-12 LOC BS-148

Media Workshop
2:00 - 3:00 p.m.
Resource Center

Films:
10:00 a.m. - 2:00 p.m.
L-105

Monday, January 23

CARDIOVASCULAR
Risk Factors in Heart Disease
TIME: 11:00 - 3:30 LOC: BS-148

Media Workshop
12:00 - 1:00
Resource Center

FACULTY FORUM
W. Anderson:
"Extra Terrestrial Life"
TIME: 2-4 LOC: Library Gallery

Films:
10:00 a.m. - 2:00 p.m. L-105

Tuesday, January 24

JANICE LANCE, Facilitator
"Skills Development Workshop"
TIME: 9-12 LOC: BS-128

Media Workshop
12:00 - 1:00 p.m.
Resource Center

PROJECT REACH
OPEN HOUSE
12:00 a.m.-3:00 p.m.

FACULTY FORUM
J. Smith Harris & J. Naake
"Poetry Reading"
TIME: 2-4 p.m. LOC: Library Gallery

Films:
10:00 a.m. - 2:00 p.m. L-105

Wednesday, January 25

HEALTH: HYPERTENSION BLOOD PRESSURE
Causes of Hypertension--Need for changes in life style
TIME: 9-4:00 LOC: BS-128
GOLF WORKSHOP
C. Conant
TIME: 9-4 LOC: CRC Gym

Media Workshop
12:00 a.m. - 1:00 p.m.
Resource Center

Films:
10:00 a.m. - 2:00 p.m.
L-105

Thursday, January 26

FOLLANSBEE/CRAIG
"Nutrition Update" Workshop
TIME: 9-4 p.m. LOC: TBA

Media Workshop
12:00 a.m. - 1:00 p.m.
Resource Center

Films:
10:00 a.m. - 2:00 p.m.
L-105

Friday, January 27

LISA MARCHAND, Instructor
Los Rios Community College District &
WILLIS J. MANN, Exec. Director
Norcal Center on Deafness
"Students with Limitations"
TIME: 10-12 LOC: BS-148

Media Workshop
12:00 - 1:00
Resource Center

Films
10:00 a.m. - 2:00 p.m.
L-105

NOTES

1. MEMORY TYPEWRITER --
   Daily, Scheduled by Appointment only.
   Contact Ann Lincoln, Ext. 340

2. CPR WORKSHOP -- 3 Sections
   Jackie Temple
   Preregistration required through Community Services -- Ext. 415.

3. MEDIA WORKSHOPS
   Scheduled daily -- Call Barbara Hoffman, Ext. 357.

4. Other Staff Development Activities to be announced through fliers, memos, and posters.

INTERSESSION '78'

SUMMARY OF FACULTY/STAFF EVALUATION

This section contains a summary of the responses to the questionnaire. Because the opinions expressed by faculty and staff are an important part of this report, all the comments are presented as written in Items A, D, E. The comments made in response to Item F are summarized.

Eighty-three (83) faculty and staff members completed and returned the survey questionnaire (see Appendix I). The Intersession planning process included a procedure wherein faculty and staff were given the opportunity to indicate their proposed activities and objectives for the fifteen (15) day period. The planning process was completed early in the fall semester '77'.

During the Intersession, fifty-one percent (51%) of the faculty were teaching one or more of the fifty-seven (57) courses offered. Faculty and staff responses show that forty-seven (47) participated in in-service and staff development activities.

A listing of the activities with the numbers of participants presented as a percentage is shown.

ITEM A - DURING THE INTERSESSION I PARTICIPATED IN THE FOLLOWING ACTIVITIES:

(1) 51% - Instruction - taught a course(s);
(2) 47% - Faculty In-service and development;
(3) 49% - Course and curriculum development;
(4) 55% - Department/Division meetings, conferences, workshops and field trips;
(5) 17% - Research;
(6) 33% - Program/Course development and evaluations;
(7) 31% - Student advisement;
(8) 12% - Assessment of community needs and services;
(9) 33% - Continued regular assigned responsibilities;
(10) 19% - Other activities (see below)

ITEM A (10) - OTHER ACTIVITIES

Examples of comments made explaining other activities are:
"...operation (coordination) of a major college and University Speech Tournament." "...management and hostess of college tournament." "...interview applicants." "...recruited in-service all high schools." "...performed administrative and management tasks that cannot be handled by the college administration." "...filling out "unnecessary" forms and coordinated media materials for Business English class." "...worked on development of Personal Finance handbook.....participation in course as a learner.....completed forms and other surveys.....nothing that was worthwhile... completed a 2 unit Humanities course.....recruitment of prospective student athletes... Survey on Persistence of Students.....District League on Innovations meetings, District Faculty Senate meetings, setting up Spring events, preparation of Flexible Calendar materials for panel participation." "...write college Title IX - Six Month Progress Report for District Office, continued Title IX Self-Evaluation Update, reviewed book/media publisher catalogs for update of entire Learning Resource Center publisher/producer catalogs file, attended American Library Association Midwinter Convention held in Chicago where I participated on National Standards Committee, Bibliographic Citations for Media Format Committee and advised the new Middle East and North Africa Chairperson of IRRT." "...helped resolve potential criminal activity on campus." "...Field Trip for Blind Skiing, Nordic Center, Squaw Valley, CA."

SUMMARY OF FACULTY/STAFF EVALUATION - continued

ITEM B - PLEASE DESCRIBE BRIEFLY THE INTERSESSION ACTIVITY IN WHICH YOU PARTICIPATED.

The wide variety of Intersession projects and activities were described in this section of the questionnaire. Generally the descriptions were brief statements which explained in greater detail the activity designated in Item A.

Examples of the comments:

"...participated in Media Workshops, took CPR training, taught Intercollegiate Gymnastics class, division meetings, District Task Force meetings." "...previewed films for Health Education Course at CRC and County Office, attended all health related workshops, e.g., Heart disease, Hypertension, Nutrition, Epilepsy and took CPR course." "...field trip to Fresno City College to learn how they have coordinated counseling functions with Student Activities, Curriculum and Community Services with high school liaison." "...workshops in-service in Career Development...audio-visual in-service... Johnson's individualized instruction workshop...prepared problem manual for Physics 4A, gave talk in Faculty Forum, prepared slides for use in Astronomy 1 and 30."

ITEM C - DID YOU ACCOMPLISH YOUR STATED OBJECTIVES?

Yes - 70
No - 6
Somewhat/No Response - 7

TOTAL = 83

Faculty and staff were asked to review their objectives and assess the outcome. Of the eighty-three responses, 70 stated that Yes, they had achieved their objectives at a satisfactory level, 6 stated that No, they had not been able to achieve their objectives at a satisfactory level, 7 persons are recorded as no response and/or somewhat.

The most repeated reasons for not having accomplished the stated objectives are listed.

"...too little time."
"...too many other activities demanding attention."
"...weather and other problems which were unanticipated."

ITEMS D/E - IN YOUR OPINION, WHAT ARE THE ADVANTAGES/DISADVANTAGES OF THE INTERSESSION?
(The writer has attempted to classify the response as an advantage or disadvantage. Some of the comments, although written in response to Item D, classified as a disadvantage because of the wording and meaning.)

ITEM D - ADVANTAGES

"Availability of new student-learning situations, ability to share information with colleagues, ability to plan activities for staff that is unique."

"Deviation from the traditional time frame of teaching, the smallest group I've taught since coming to CRC."

"It gives the students and instructors a breather from the daily set pattern of school. But for what?"

"Absolutely none. It deludes management into believing the instructional staff lacks work and therefore, must conjure up tasks to keep them busy. In concept, it would allow staff to undertake projects/classes that cannot be accomplished with the standard schedule. It just isn't working out that way for me!"

"My opinion? I have been far too busy to form an opinion."

"Opportunity to coordinate with other staff members."

"The fall semester ends before Christmas. It affords opportunity for research, to plan future courses, to develop curriculum for faculty in-service training, to engage in department and/or division meetings."

"Allows time for constructive curriculum development for change which one has no time for during the semester. Allows for more concentrated and less time consuming instruction of students. Allows time for inter-departmental cooperation not possible during the regular semester, that is, filming for other departments."

ITEM E - DISADVANTAGES

"Lack of effective pre-Intersession coordination."

"Administrative justification for it's existence."

"The traditional school year has been adjusted so that now the material that was once covered in our 18-week semester, is crowded (or not covered) in the 16-week semester. I teach a class in the evening on Monday, and the Lincoln and Washington holidays blew the (h) out of this semester."

"Too many people thinking up tasks for others to do. An environment of highly structured control of all staff brought about because management lacks the skills/courage to deal directly with those few (very few) individuals who cannot accept the responsibility to work in a free environment."

"Too much repetition of material that is unused - maybe even unnecessary."

"The paper work. I have had it with all these forms - asking me what I'm going to do, evaluating what I've done, asking how I'm going to makeup evening school hours. I resent the time spent on all of this, including this form. I feel that "big brother" is always checking up on me.

I feel really pushed to cover the material in my classes as thoroughly and smoothly as I used to. I feel as though I'm in a race I never quite finish. It causes me stress!

I push to do as much in a shorter semester, then I must do something else during Intersession. I know I am working more hours in total for no additional compensation."

"Students do not get the full 18-weeks of instruction. Students often complain they get too much too fast. There is always too much activity going on than you have time in which to participate, there are too many distractions interfering with your intended activities."

ITEMS D/E - continued

ITEM D - ADVANTAGES

"A chance for teachers to organize their plans for the spring semester, but most importantly, a chance to reach "older" students and attract them to the campus with short, 3-week mini courses. This may indeed whet their appetite to pursue further study on a regular semester basis, but even if not, it is an all around worthwhile experience for student and teacher alike, to participate in a learning experience. (for instance, I was extremely impressed with the writing skills of these "older" students and their eagerness to learn new techniques. They seemed to thoroughly enjoy the experience, as I did, myself.)"

"Time to rethink objectives."

"A chance to experiment and see what one can accomplish in three weeks."

"Time is available for developmental activities which cannot be pursued during regular semesters."

"Time for field trips."

"Students came for a one week class, liked it and then registered for the spring semester."

"A chance to try an experimental course, such as I did. A chance to prepare materials for other courses."

"We are finished with the fall semester before Christmas. It gives the student more time to themselves during the break. It gives the student an opportunity to pick up some extra units during the Intersession period."

"This time gives the instructor time to do other things than instruct."

"Students can concentrate their efforts during the longer lab periods. The instructor can also give much more individual attention to students."

ITEM E - DISADVANTAGES

"Requires readjustment of curriculum and concentration of subject matter."

"It goes by so quickly. Hardly enough time to get started on all the various projects, and it's over!"

"Attempts to structure it too tightly."

"I think it is great - so I can't answer this question."

ITEMS D/E - continued

ITEM D - ADVANTAGES

"The first semester ends prior to the holidays. Students have time and can take advantage of the short course instruction."

"Allows the student to select courses which he/she could not otherwise select; provides a period for instructors to revise their lecture notes; do research; and participate in in-service training."

"It allows me the time and the opportunity to put on such activities as the seminar on Methods of English Instruction, peer evaluation, authentic voice, current research in the teaching of composition."

"It enabled students to "sample" courses and provides a format for some educational experimentation."

"To be able to offer students opportunities to take courses not usually included in the community college curricular."

"The main advantage is that it gives the instructor time to do research and update or alter course materials and lectures. These are the vital parts of any academic institution or to provide this time simply weakens the instructional efforts of any teacher.
For the student, the best thing is NOT to come but take a much needed rest to prepare for the rigors of the next semester. LET THE FACULTY DO THEIR OWN RESEARCH AND DEVELOPMENT."

"Provide faculty with time to develop and enhance an instructional program."

"The Intersession provides students with a sampling of course content that they might not have taken otherwise."

ITEM E - DISADVANTAGES

"Far too much data collection for file of administrators."

"I tried to do too much."

"Experimentation for a minority of our regular students comes at the expense of a reduced semester for all students. As community college students, I feel that they need the additional time in regular classes (to avoid the "hurry" of the present system), more than they need the experimentation."

"Shortness of time."

"Courses should NEVER be taught in the academic area. Three weeks is not sufficient time to really do justice to any Social Science course. Skills courses, special remedial courses, certain types of vocational courses, are better suited for a three-week period.
Too many schedule activities which have little appeal for college faculty in the academic fields. After all, most of us have a great deal of experience in teaching, we don't need someone trying to tell us what to do, particularly if the person is unqualified or inexperienced in the community college."

"Very few, if any. There is so much work to be done---and so little time to do it. CRC had a variety of excellent programs, but we did not have time to participate in very many of them."

"The enrollment is low in some classes."

ITEMS D/E - continued

ITEM D - ADVANTAGES

"Gives opportunity to teach a new course with more flexibility, continuity and depth study makes the subject more interesting and meaningful, helps the student to understand the value of intense study and learn to sustain their interest, gives the student a chance to earn more credit, helps the teacher to know the student better - CRC students can also learn about the abilities of students who come from other institutions such as Davis, CSUS, UCLA, etc."

"Obviously, a chance to do something different, experimental, off-beat, etc. either in or out of the classroom. The great threat to effective learning and teaching is relentless routine. Intersession offers an alternative."

"Instructors have time to prepare for future courses, to discuss and share materials which are appropriate to several sections of the same course. The regular term is occupied so completely with reading student papers and with students' conferences that the English Composition teachers need this opportunity."

"None."

"Time for staff and program development, not otherwise available with all sorts of resulting benefits to staff and college, flexibility to experiment with courses not normally taught, flexibility to develop new delivery methods for courses."

"Faculty and students have more flexibility in the school year...(subjects differ from existing semester). Instructors can make, participate, and expand upon subjects through seminars, etc."

ITEM E - DISADVANTAGES

"Some kind of distinction should be made between teaching faculty and non-teaching faculty, with the current system, I see some inequities (inequalities). I feel there should be some "reward" to motivate the faculty to teach new and interesting courses. We need a variety of courses on this campus."

"Excessive "accountability" - I, myself, prefer to teach during Intersession, and so, can let the administration know what I'm doing five or six hours a day. But often, one can not be truly creative, innovative, etc. when "accounting" for every single hour."

"Individual instructors can abuse the privilege very easily."

"Time should be permitted to be used entirely non-instructionally to enable us to catch up on revisions to courses, committee work, staff development, etc. I was so busy preparing a brand new course, which I conscientiously taught to three students, that I had insufficient time for my course revision and wound up doing much of it on weekends on my own time.
The biggest disadvantage is that we lose two valuable weeks of instruction in regular session and then have to pick up the extra preparation while we are still reeling from the effects from trying to crowd too much instruction into the fall semester."

"None, except perhaps that it seemed to mean more work."

"Some of its structure."

ITEMS D/E - continued

ITEM D - ADVANTAGES

"Completing semester before Christmas - a definite advantage. Student retention of course material, the Intersession provides time to complete projects not otherwise possible."

"More time, relaxed atmosphere, flexibility, opportunity to meet and learn to know other faculty and staff members we would not otherwise see at all during regular semester. Students are often taking only one class and can thus concentrate more time and energy on that class."

"For me, the most valuable outcome of Intersession was the on-going dialogue among members of the English Department regarding the teaching of composition. Such a workshop would have been impossible in regular session. Intersession provided the opportunity for professional growth and renewed commitment."

"Gave students an opportunity to earn extra units and further broaden their education. Gave some students an opportunity to work between the two semesters."

ITEM E - DISADVANTAGES

"Can not think of any. I like it."

"Too much going on simultaneously."

"To have instructors remain on campus five full hours when it is not necessary. The instructors should have the option of teaching his or her course plus an office hour. This, of course, would constitute the minimum time on campus."

ITEM F - WHAT ARE YOUR SUGGESTIONS FOR IMPROVEMENT?

"Eliminate the courses in most areas and just let the faculty do their research, reading, updating of lectures, attend professional meetings, conferences, travel."

"Develop programs for Intersession before faculty are asked to identify how they will spend their time."

"Have all courses offered during the prime hours of 10 and 12 a.m. - span one hour maximum. Students probably want to attend only two hours at the most. Courses which run two and three hours through and into the prime time, precludes students from enrolling in a second class. A two hour, 8 to 10 class; or a three hour, 12 to 3 class would not interfere with a 10 to 12 time offering."

"The students shouldn't be allowed to take more than 2 credits. I feel that it is humanly "impossible" to take 3 credits and make an A grade!"

"Equalization of faculty responsibility, inter-disciplinary faculty teaching is a real possibility."

"Perhaps allow mini sabbaticals during this time. Avoid excessive accountability."

"I personally have benefitted. However, the temptation is very strong to waste the time. Structured meetings and workshops which require attendance are one answer."

"NO INSTRUCTION - make it into in-service, including travel, attendance at other institutions, visitation, reading programs, course revision, committee work, etc. or ELIMINATE IT ALL TOGETHER."

"Fewer development activities, more selectively planned, wider faculty/staff involvement in planning these activities."

"More information about CRC Intersession to the community (who do not know that CRC exists). Too many people think they are not eligible for college. Better advertising and promotion for everyone."

"De-emphasize the thrust to have student contact (don't get rid of it though - my first project involved teaching an experimental class. I needed the students. But the main focus was the program development, not just teaching for it's own sake. I'd like to see some total milieu-type days in which the regular classes aren't offered, meetings aren't scheduled, etc. so that the entire college can participate in a day workshop."

"Faculty speakers should be scheduled earlier."

"From the kind of growth experiences I have had from the two Intersessions, I would like to see more emphasis put on in-service and program/course development and less on teaching."

"Some courses could be structured so that, as a part of the learning experience, students could also participate in the structuring of courses and in some way in the teaching of these courses."

"Hold only off-campus field trips, put more emphasis on staff development where staff could benefit of some offerings and talents of each other."

ITEM F - WHAT ARE YOUR SUGGESTIONS FOR IMPROVEMENT? - continued

"Follow student's suggestions for more of a variety in course offerings. Advertise workshop and conference opportunities for faculty sooner, before teaching assignments are locked in, so that we may have some options of taking more advantage of all the great opportunities here."

"Planning for Intersession, I think we should be wary of scheduling too many activities. Perhaps we are not sufficiently taking into account the value of informal interaction among faculty."

"More offerings, more extensive advertisement of Intersession."

"Hardly a day goes by without some example of jargon or incorrect usage appearing in campus communications. For the next Intersession, I strongly recommend offering of a basic grammar course for staff - secretaries - faculty - and administrators."

"Drop the Flexible Calendar and return to the sensible and educational program of an 18-week semester and no Intersession. The best idea is to divide the school year into three 12-week periods or 12-week quarters."

"Continue the Faculty Forum."

"Utilize more or all of the time for course improvement."

"More work on making units taken by students transferable - used to partially satisfy units needed to finish their chosen curriculum."

"Organize time schedules better for class time - provide more fun type courses in each area."

"No courses offered in the future, just limit the three weeks to staff improvement."

"Allow for lecture time in a realistic credit allowance instead of a GD pro-rated lab time credit. It takes a good deal out of lecture to prepare students of intended goals."

"No comment."

"Begin the spring semester on Monday, directly following the last week of Intersession, instead of another week in-between. Registration Week could be held during the last week of Intersession? (conflict)"

"I suspect many faculty would resent this, but, could there be established times for workshops (with some choices) to which we would all go (management also) on topics which would be of benefit? (i.e., teaching skills, teacher/student relations, teacher/management relations)."

"I would like to see us return to the 18-week semester and take the extra time off at the end of the school year. Sixteen weeks is just too short a time for many of the students that we have. If we had screened the I.Q. of the students, more or less at the same level, one could probably move through the course in 16 weeks.
I would also like to see projects carried out as planned or set up separate projects with individual goals."

"Go back to two regular semesters."

ITEM F - WHAT ARE YOUR SUGGESTIONS FOR IMPROVEMENT? - continued

"Go to the quarter system."

"Start time in Intersession is not the cure for the need of the student for short, to-the-point, direct, application-type technique presentation --- time for faculty to work on course revision can be provided in many ways."

"Earlier distribution of calendars of staff development activities, better overall planning to avoid overlap, better communication to understand that individual project rank as high as, or higher, than workshops and/or instruction for some faculty. Set a more flexible environment in which to accomplish goals."

"None."

"Develop a theme for all to follow, set priorities - is Intersession for students, for teachers, for the community. Maybe rotate staff each year for teaching workshops, etc."

"Publish program of planned workshops, lectures, etc. early so staff can know what is going on before having to declare what they intend to do. Do a better job of publicizing activities. Publish a more complete and up-to-date schedule of activities."

"Early master schedule to work around. Particularly for staff development programs and activities."

"Fewer classes - limit to those with a good "track record" for enrollment; i.e., skiing, or to classes of an unusual or unique nature; i.e., Acosta's Spanish course. I don't feel that everyone should feel obligated to teach one class. Better organization in scheduling and publicizing workshops and events. Films, for example, were shown at an ambiguous time. I feel we tried to "jam" too much into Intersession. For many it was a frenzy of activity. Re-evaluate the five-hour day. It is unfair, for example, for an instructor to spend 12 hours with a ski class on a trip and be required to put in their 5 hours the next day."

"Released time for counselors to attend lectures and workshops. Perhaps if the schedule of classes would be available before the end of the semester, we, the counselors, would be able to do more advising during the fall semester instead of all of it during Intersession."

"If the spring semester schedule of classes were out earlier - say December 1st, we counselors might have more time to participate in more Intersession activities."

"Develop more staff development programs that address itself to the problems relating to this campus. That is, affirmative action, special problems relating to academically-disadvantaged students, sharing of ideas related to the problems of this campus."

"Continue to develop staff development activities to enhance each counselor's self-concept and programs of activities. Barry Tucker is doing a good job of trying to put this area on a professional-operational basis."

"Recommendation: That you and Barry organize a staff development (one-day workshop, maybe two days) for SPS Management Personnel. Bring a team from Fresno City College to share their successes and planning and promotion of Student Personnel Services. They have been able to coordinate the concepts of major functions with facilities and staff."

ITEM F - WHAT ARE YOUR SUGGESTIONS FOR IMPROVEMENT? - continued

"More faculty involvement in planning Intersession??? Experiment with the session of not offering any classes whatsoever. Invite a famous educator as a keynote speaker to actually kick off Intersession."

"Class schedules should come out earlier to free counselor time. Faculty should not have to teach in order to participate in in-service training and workshop Intersession seems to create more work instead of providing time to do research, do community outreach, and take field trips."

"Allow for flexibility, that is faculty should be encouraged to work independently, not tied to the campus."

"To postpone activities, workshops were scheduled heavily the first few days of Intersession, spreading them to the second and third week, many of us involved in the activities and workshops were planning and organizing them, thus preventing us from attending some of the first scheduled activities."

"Experiment with the calendar during Intersession and during the Intersession of 1979 having nothing but instructional programs, no staff development activities at all. For the 1980 Intersession, go completely with staff development projects and no instruction at all. This would give us a four year study and a basis on which to compare approaches to utilization of time."

"The lectures and film series should be widely advertised within the student community and to outside agencies and groups with the aim of getting new faces on campus for possible recruitment. These programs also provide much information to the community-at-large. Further experimentation with Intersession, I would like to see one year devoted entirely to staff development and another to instruction. With our present structure, people involved in instruction, particularly in a new class, would not have time for anything else."

"Better coordination - this is a personal gripe. I made arrangements to take time off from my regular daytime job in order to attend these sessions. One morning session was completely cancelled without notice. Another program was cut short because the speaker did not make it."

"Develop pre-list of activities and secure or assign firm responsibilities for participation. Continue to develop more short courses for Intersession."

"Look for ways, possibly through prior committment - to increase participation, students as well as staff."

	AGREE	DISAGREE	NO OPINION
ITEM G			
IN YOUR OPINION, THE INTERSESSION IS WELL WORTH THE EFFORT REQUIRED BY THE COLLEGE TO IMPLEMENT.	*78%*	*17%*	*5%*
ITEM H			
IN YOUR OPINION, THE INTERSESSION SHOULD BE MADE AVAILABLE AT ALL THE COMMUNITY COLLEGES IN CALIFORNIA.	*65%*	*18%*	*17%*

An analysis of Items G/H by area follows on pp. 16 and 17.

ITEM F - WHAT ARE YOUR SUGGESTIONS FOR IMPROVEMENT? - continued

"More faculty involvement in planning Intersession??? Experiment with the session of not offering any classes whatsoever. Invite a famous educator as a keynote speaker to actually kick off Intersession."

"Class schedules should come out earlier to free counselor time. Faculty should not have to teach in order to participate in in-service training and workshop Intersession seems to create more work instead of providing time to do research, do community outreach, and take field trips."

"Allow for flexibility, that is faculty should be encouraged to work independently, not tied to the campus."

"To postpone activities, workshops were scheduled heavily the first few days of Intersession, spreading them to the second and third week, many of us involved in the activities and workshops were planning and organizing them, thus preventing us from attending some of the first scheduled activities."

"Experiment with the calendar during Intersession and during the Intersession of 1979 having nothing but instructional programs, no staff development activities at all. For the 1980 Intersession, go completely with staff development projects and no instruction at all. This would give us a four year study and a basis on which to compare approaches to utilization of time."

"The lectures and film series should be widely advertised within the student community and to outside agencies and groups with the aim of getting new faces on campus for possible recruitment. These programs also provide much information to the community-at-large. Further experimentation with Intersession, I would like to see one year devoted entirely to staff development and another to instruction. With our present structure, people involved in instruction, particularly in a new class, would not have time for anything else."

"Better coordination - this is a personal gripe. I made arrangements to take time off from my regular daytime job in order to attend these sessions. One morning session was completely cancelled without notice. Another program was cut short because the speaker did not make it."

"Develop pre-list of activities and secure or assign firm responsibilities for participation. Continue to develop more short courses for Intersession."

"Look for ways, possibly through prior committment - to increase participation, students as well as staff."

	AGREE	DISAGREE	NO OPINION
ITEM G IN YOUR OPINION, THE INTERSESSION IS WELL WORTH THE EFFORT REQUIRED BY THE COLLEGE TO IMPLEMENT.	78%	17%	5%
ITEM H IN YOUR OPINION, THE INTERSESSION SHOULD BE MADE AVAILABLE AT ALL THE COMMUNITY COLLEGES IN CALIFORNIA.	65%	18%	17%

An analysis of Items G/H by area follows on pp. 16 and 17.

TOTAL: ALL FACULTY/STAFF RESPONSES

ITEM G: In your opinion the Intersession is well worth the effort required by the college to implement.

AREA	*AGREE*	*DISAGREE*	*NO OPINION*	*TOTAL*	*% OF TOTAL RESPONSES*
Business, Communication, Rel. Tech.	*13*	*5*	*1*	*19*	*23%*
Sci., Aq., Rel. Tech.	*13*	*5*		*18*	*22%*
Humanities, Soc. Sci.	*20*	*3*	*2*	*25*	*30%*
P.E., Health, Recreation	*5*		*1*	*6*	*7%*
Counseling	*5*	*1*		*6*	*7%*
Learning Resources	*4*			*4*	*5%*
Support Services	*5*			*5*	*6%*
TOTAL RESPONSE	*65*	*14*	*4*	*83*	
PERCENT RESPONSE	*78%*	*17%*	*5%*		*100%*

TOTAL: ALL FACULTY/STAFF RESPONSES

ITEM H: In your opinion the Intersession should be made available at all the community colleges in California.

AREA	AGREE	DISAGREE	NO OPINION	TOTAL	% OF TOTAL RESPONSES
Business, Communication, Rel. Tech.	13	4	2	19	23%
Sci., Ag., Rel. Tech.	9	6	3	18	22%
Humanities, Soc. Sci.	17	3	5	25	30%
P.E., Health, Recreation	4		2	6	7%
Counseling	3	2	1	6	7%
Learning Resources	3		1	4	5%
Support Services	5			5	6%
TOTAL RESPONSE	54	15	14	83	
PERCENT RESPONSE	65%	18%	17%		100%

INTERSESSION '78'
SUMMARY OF STUDENT EVALUATION

Students were asked to complete a questionnaire (Appendix 2) during the fifteen (15) day Intersession. Two hundred seventy-five (275) or 51% of the students attending Intersession participated in the survey. All instructional areas of the college are represented in the survey responses.

Information from the survey is presented as a percentage of the total number of responses (275). Also presented are figures from Intersession '77' to show comparisons.

ITEM 1. Intersession '77'	(Item 1 Question)	Intersession '78'
53%	Female Students	67%
47%	Male Students	33%

ITEM 2. Intersession '77'	(Item 2 Question)	Intersession '78'
	Age Groups	
30%	less than 19	31%
40%	20-24 yrs.	41%
30%	25 or older	28%

ITEM 3. To the questionnaire statement, the Intersession was a worthwhile experience, the student responses were 71% strongly agree, 28% agree and 1% express no opinion. The Intersession '77' responses were 70% strongly agree, 28% agreed and the other 2% stated disagree or strongly disagree.

Slightly more than half, 56% of the students indicate strong agreement with the statement of item 13 "...Intersession should be made available at all community colleges.." 25% expressed agreement while 18% expressed no opinion.

ITEM 13. The Intersession should be made available to all community colleges in California.

Intersession '77'	RESPONSE	Intersession '78'
49%	Strongly Agree	56%
32%	Agree	25%
4%	Disagree	1%
15%	No Opinion	18%

Seventy-seven percent (77%) of the Intersession students had attended CRC during the fall semester. Eighty-one percent (81%) of those students had enrolled for three to five or more units during the fall '77 semester.

Thirty-nine percent (39%) of the students indicated that their reason for taking a course was for improvement of basic skills.

Forty-one percent (41%) indicated that their reasons were new and/or interesting course topics.

The Student Survey form with tabulations is presented on the following pages.

COSUMNES RIVER COLLEGE
8401 Center Parkway
Sacramento, CA. 95823

INTERSESSION EVALUATION
STUDENT SURVEY

DIRECTIONS: Please use the red Test Scoring Sheet to record your responses to Items No. 1 to No. 20 only. Please use the yellow Survey Sheet to record your responses to Items No. 21 to No. 25. DO NOT WRITE ON THE RED TEST SCORING SHEET.

ITEMS:

1. Male 33% (A) Female 67% (B)

2. Age Group:

31% (A) less than 19 — 6% (C) 25-29 — 14% (E) 35 and over.

41% (B) 20-24 — 8% (D) 30-34

Select the response which most nearly reflects your opinion - mark the answer sheet.

In your opinion:	A STRONGLY AGREE	B AGREE	C NO OPINION	D DISAGREE	E STRONGLY DISAGREE
3. The Intersession was a worthwhile experience.	71%	28%	1%		
4. There was time to complete course requirements.	35%	51%	10%	4%	
5. The goals and objectives of the course were made clear by the instructor.	64%	32%	3%	1%	
6. The amount and type of work assigned were reasonable.	52%	43%	5%		
7. The instructor was readily available during the Intersession for assistance and advice.	59%	37%	4%		
8. Students were encouraged to experiment with new and innovative learning experiences.	44%	34%	21%	1%	
9. There were opportunities for informal exchange between the instructor and the students.	56%	41%	3%		
10. There was a variety of courses offered during the Intersession which met the needs and interests of most students.	21%	40%	24%	11%	4%
11. The courses offered during Intersession did not duplicate courses taught during the regular school year.	20%	33%	37%	9%	1%
12. The Intersession was a determining factor in my decision to attend Cosumnes River College this school year.	17%	18%	25%	30%	10%
13. The Intersession should be made available at all community colleges in California.	56%	25%	18%	1%	

ITEMS:

14. Were you enrolled in a school or college during the Fall Semester 1977?

Yes	No
88%	12%
A	B

15. If yes, indicate where you attended during the Fall Semester 1977.

Local High School	American River College	Sacramento City College	Cosumnes River College	University or Other 4 Year College
1%	1%	1%	77%	20%
A	B	C	D	E

16. Indicate the total number of ources in which you were enrolled Fall 1977.

7%	7%	5%	81%
0	1	2	3-4
A	B	C	D

17. Indicate the total number of Intersession courses in which you were enrolled.

53%	29%	18%
1	2	3-5
A	B	C

18. Do you prefer courses which are completed in:

2%	2%	31%	20%	45%
A	B	C	D	E
One Week	Two Weeks	Three Weeks	Four to Five Weeks	Full Term

19. How did you first receive information about the Intersession classes and registration procedures?

59%	15%	4%	22%	
A	B	C	D	E
Posters, Signs Newspapers	Told About It By Friend	Told About It By Counselor	Told About It By Instructor	Radio/TV

20. Why did you take this Intersession course?

39%	41%	5%	7%	8%
A	B	C	D	E
For Improvement of Basic Skills	An Interesting Topic & New Experience	As a Review &/or Refresher Course	For Job Advance-ment or Requirement	More Units

SUMMARY OF STUDENT EVALUATION - continued

ITEM 21 - Please list the titles of the Intersession courses in which you enrolled.
Responses showed that students enrolled in courses in all academic areas.
(see pp. 2-3 Courses).

ITEM 22 - Give the title of the course in which you are completing the questionnaire.
The process was designed such that students were requested to complete a survey questionnaire in one class/course only. This item was intended to prevent duplicate responses.

ITEM 23 - Would you enroll in a course(s) on the same topic(s)...?
Responses were almost 100% Yes.

ITEM 24 - If Yes to the above question, when would you want the course scheduled?
Responses were as indicated:

Day	75%	Weekend Fri/Sat	5%	Other	____
Evening	19%	Sat/Sun	1%		

ITEM 25 - Were there courses that were not offered during the Intersession which, in your opinion, should be added next year?
Responses are listed below:

Business Management & Operations,
English Refresher & Basic English courses,
Sociology & Psychology offerings,
Introduction to College Life for those attending for the first time,
Basic Refresher Courses,
History of Second World War,
Data Processing (a 2 unit offering),
Data Processing 10 and 22,
Mathematics,
Arts & Crafts,
Adaptive P.E.
Piano 30B, 31A, 31B,
more classes which are preparatory for spring semester classes,
Health Sciences & more General Education courses required for graduation,
Beginning Painting,
Stained Glass,
more transferrable General Education courses,
more community interest courses,
History 18,
more variety in Humanities and Philosophy,
Astronomy and Geography,
Existentialism,
Med. Literature (Canterbury Tales, Dante's Divine Comedy, etc.),
Chemistry,
Photography 40 and 43,
Badminton, Swimming,
Lyric Writing,
English; Writing Term Papers,
Basic Auto Mechanics for Women and Novices,
Anatomy,
more Chemistry, Science, and Biology.

SUMMARY OF STUDENT EVALUATION - continued

ITEM 26 - Please use the space below to make any comments or suggestions regarding the Intersession activities.
All the comments are, as with the faculty section, a very important portion of the survey and therefore, listed on the following pages. A few changes have been made only to achieve clarity and eliminate duplicate responses.

"Intersession and short fall semester that goes with it was the major reason why I chose CRC. I've gotten a lot out of Intersession and I hope it is continued."

"Intersession is a great way to pick up a few extra units from a subject I wasn't too familiar with - more classes should be offered at a better variety of times - hard to choose a couple of classes that didn't overlap. Not enough time to really learn anything by the time you figure out where you are, the class is over."

"Get more buildings instead of portables and trailers, especially for rooms with instruments that need a room."

"I think there is not enough time to learn what should be learned for this class."

"Good deal - it gave my mother a chance to take a class and she can't take long-term classes."

"You might consider shorter classes for no unit."

"More variety of courses."

"Schedule classes differently so students can take a larger variety of classes - for instance, I would have liked to have taken a TV Production Class but it conflicted."

"Should be offered in all communities and all junior colleges in California and extend it for at least one more week."

"Conflict in classes prevented enrollment in more than one and all of the interesting classes should not be offered between 9 and 12."

"Intersession should be continued and offered as often as possible."

"Thoroughly enjoyed the class - material was well presented and reflected a lot of time and preparation put into delivery."

"For Intersession to be permanent - part of school's regular program."

"Very nice way to pick up 3 units - would like a speed typing class during regular semester or be able to take one."

"Learned a lot about Black women that I didn't know about. I'm so glad that I took the time to go for Intersession this year. Dr. Jackson took time to give me a good understanding about women, not just Black women, but others also who had it hard - thanks."

SUMMARY OF STUDENT EVALUATION

ITEM 26 - continued

"I feel it was handled just fine."

"Thought Intersession was a terrific way of either reviewing something or brushing up on something you were interested in."

"Found Intersession to be extremely valuable and highly recommended to be expanded, I feel the English 70 class was a particularly helpful one."

"This is my second Intersession at CRC and I'm very happy with the whole procedure."

"I think it's a good idea, Intersession for students. The classes they offered were good and I hope it continues."

"I think intensive-short courses are a good idea."

"Would like to see more courses offered - more business classes, history, gym, tennis, handball, fitness, nutrition, community interest courses, ethnic history. Advertise it better."

"Good experience."

"Really enjoyed the course."

"My first experience at CRC, I am encouraged to take a class during the regular time."

"Had interesting courses but couldn't fit them in - extend day so that more courses can be available and taken during Intersession."

"Think it's an excellent idea - very important to have Intersession - helps students very much - very essential and should be continued."

"I learned a great deal in Philosophy."

"Intersession courses are worthwhile and should be offered as often as possible."

"Think Intersession offers good chance for intensive study on subjects of interest that I may not have had time for."

"Class was outstanding - would like to see Intersession continued - give students and teachers a chance to take and give respectfully."

"Thinks Intersession was a good way to keep busy and learn something also."

"Worthwhile experience - had opportunity to improve basic skills."

"Office Procedures was an excellent class for those who would like an idea of what secretaries' are involved in. The class was somewhat a review of Business English."

"A very good idea, beneficial."

SUMMARY OF STUDENT EVALUATION

ITEM 26 - continued

"The class was only a review - didn't learn anything new."

"I would have liked to work with more office machines."

"Glad CRC is offering students a chance to brush-up on skills and add a couple of units - keep it up, CRC."

"I enjoyed the classes."

"Liked the class very much - very helpful in deciding to take other courses during the regular semester."

"Would like to have the classes I took during Intersession, offered as regular 16 week semester, especially the skill building in typing."

"Really enjoyed the class - instructor was fantastic teacher."

"Get grades to students sooner."

"I was glad that it was made available to college students."

"It gave me a chance to catch up on extra units."

"Continue offering Intersession classes."

"I think too much time is wasted answering stupid questions like these." (meaning the Student Survey Questionnaire)

"They were excellent - instructor is super!"

"Enjoyed myself."

"Well worthwhile - should continue."

"Have extremely enjoyed Intersession - a good time for learning."

"Good idea - allow for intense study of a narrow subject - more advertising - courses in ethnic history, etc."

"Intersession allows for continuous study, thus advancing the learning process."

"Grades should be mailed before March."

IV. PLANS FOR THE THIRD YEAR

The Flexible Calendar program has been extended through June 30, 1980. Legislation has been introduced to extend successful clients of the program to other colleges. Cosumnes River College will continue as a participant in the program with no major changes in the early start calendar, flexible days, format.

APPENDIX I

FACULTY SURVEY - INTERSESSION

*Name*_____ *Area*_____

ITEM A: During the Intersession, I participated in the following activities:

_____*Intersession instruction.*

_____*Faculty in-service and development.*

_____*Course and curriculum development.*

_____*Department/Division meetings, conferences, workshops and field trips.*

_____*Research.*

_____*Program/course development and evaluation.*

_____*Student advisement.*

_____*Assessment of community needs and services.*

_____*Continued regular assigned responsibilities.*

_____*Other (please specify)*_____

_____

_____

ITEM B: Please describe briefly the Intersession activity in which you participated:

ITEM C: Did you accomplish your stated objectives for the Intersession activity in which you participated? (please identify these accomplishments)

ITEM D: In your opinion, what are the advantages of the Intersession?

ITEM E: In your opinion, what are the disadvantages of the Intersession?

ITEM F: What are your suggestions for improvement?

	AGREE	*DISAGREE*	*NO OPINION*
ITEM G: In your opinion, the Intersession is well worth the effort required by the college to implement.	_____	_____	_____
ITEM H: In your opinion, the Intersession should be made available at all the community colleges in California.	_____	_____	_____

APPENDIX 2

COSUMNES RIVER COLLEGE
8401 Center Parkway
Sacramento, CA. 95823

INTERSESSION EVALUATION
STUDENT SURVEY

DIRECTIONS: Please use the red Test Scoring Sheet to record your responses to Items No. 1 to No. 20 only. Please use the yellow Survey Sheet to record your responses to Items No. 21 to No. 25. DO NOT WRITE ON THE RED TEST SCORING SHEET.

ITEM

1. Male_____ (A) Female_____ (B)

2. Age Group:

_____less than 19 (A) _____20-24 (B) _____25-29 (C) _____30-34 (D) _____35 and over. (E)

Select the response which most nearly reflects your opinion - mark the answer sheet.

In your opinion:	A STRONGLY AGREE	B AGREE	C NO OPINION	D DISAGREE	E STRONGLY DISAGREE
3. The Intersession was a worthwhile experience.					
4. There was time to complete course requirements.					
5. The goals and objectives of the course were made clear by the instructor.					
6. The amount and type of work assigned were reasonable.					
7. The instructor was readily available during the Intersession for assistance and advice.					
8. Students were encouraged to experiment with new and innovative learning experiences.					
9. There were opportunities for informal exchange between the instructor and the students.					
10. There was a variety of courses offered during the Intersession which met the needs and interests of most students.					
11. The courses offered during Intersession did not duplicate courses taught during the regular school year.					
12. The Intersession was a determining factor in my decision to attend Cosumnes River College this school year.					
13. The Intersession should be made available at all community colleges in California.					

INTERSESSION EVALUATION - STUDENT SURVEY
Page 2

14. Were you enrolled in a school or college during the Fall Semester, 1977?

Yes_____ No_____
A B

15. If yes, indicate where you attended during the Fall Semester, 1977.

Local Hi School	American River College	Sacramento City College	Cosumnes River College	University or other 4 Year College
A	B	C	D	E

16. Indicate the total number of courses in which you were enrolled Fall, 1977.

0	1	2	3 - 5
A	B	C	D

17. Indicate the total number of Intersession courses in which you were enrolled.

1	2	3 - 5
A	B	C

18. Do you prefer courses which are completed in:

One Week	Two Weeks	Three Weeks	Four to Five Weeks	Full Term
A	B	C	D	E

19. How did you first receive information about the Intersession classes and registration procedures?

Posters, Signs Newspaper	Told about it by friend	Told about it by counselor	Told about it by instructor	Radio/TV
A	B	C	D	E

20. Why did you take this Intersession course?

For Improvement of Basic Skills	An Interesting Topic & New Experiences	As A Review &/or Refresher Course	For Job Advancement or Requirements	More Units
A	B	C	D	E

PLEASE USE THE SPACE PROVIDED FOR YOUR RESPONSE TO ITEMS 21-26.

21. Please list the title(s) of the Intersession courses in which you enrolled.

_____ _____ _____

_____ _____ _____

22. Give the title of the course in which you are completing this questionnaire.

23. Would you enroll in a course(s) on the same topic(s) as those listed in items No. 21 and No. 22, if it were offered again? Yes_____ No_____

24. If yes, when would you want the course scheduled?

Day_____ Weekend (Fri/Sat)_____ Other, Please Specify:

Evening_____ (Sat/Sun)_____ _____

25. Were there courses that were not offered during the Intersession which, in your opinion, should be added next year?_____

_____

_____

26. Please use the space below to make any comments or suggestions regarding the Intersession activities.

UNIVERSITY OF CALIF.
LOS ANGELES

JUL 13 1979

CLEARINGHOUSE FOR
JUNIOR COLLEGES

HLH:al
1/78